Term Information

Effective Term: Autumn 2014
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Addition of a prerequisite: EDUTL 5469

What is the rationale for the proposed change(s)?
In 5339 ECE and MCE students are asked to administer various literacy assessments to discern the strengths and weaknesses in reading and writing of students in their field placement. Interpretation of the assessments requires knowledge of how the English language works, thus knowledge learned during Phonics (5469/2469) is key. In the Phonics course students learn about phonological skills such as sounding out, syllables, word stems/roots, and other aspects of the language that will be important for them to use when interpreting assessment results. Without this background knowledge, ECE and MCE students may be incorrectly assessing and teaching their field students.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5339
Course Title: Evaluation and Instructional Decision-Making in Literacy
Transcript Abbreviation: Lit Eval & Inst
Course Description: Assessment instruments and processes to determine students' abilities and needs and instructional strategies to meet those needs as useful to early and/or middle childhood teachers are explored.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Prerequisites and Exclusions

Prerequisites/Corequisites
Prereq: EDUTL 5469 and Enrollment in Early or Middle Childhood B.S. Ed. or Master of Education program.

Previous Value
Prereq: Enrollment in Early or Middle Childhood B.S. Ed. or Master of Education program.

Exclusions
Not open to students with credit for 705 or 739.

Cross-Listings

Subject/CIP Code

<table>
<thead>
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<tbody>
<tr>
<td>Subsidy Level</td>
<td>Doctoral Course</td>
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<tr>
<td>Intended Rank</td>
<td>Senior, Masters</td>
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Requirement/Elective Designation

Required for this unit’s degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Be able to explain the principles and concepts of their subject matter as delineated in respective professional and state standards
- Know how to integrate knowledge, skills, and dispositions related to diversity across curriculum, instruction, and assessment
- Have a knowledge of and the ability to apply research-based differentiated instructional strategies that draw upon subject matter, pedagogical content knowledge and skills to help all students learn
- Use knowledge of content, school, family, and community contexts; the developmental levels, prior background knowledge and experiences of students; and state/ district academic content standards to design appropriate instruction for all students
- Create and select appropriate assessment strategies aligned with stated goals for the affective and cognitive development and learning of all students
- Collect, summarize, analyze, and use information from multiple data sources to make decisions in addressing individual students’ needs, planning future instruction, developing meaningful learning experiences, and evaluating instructional materials
- Demonstrate a belief that all students can learn and meet reasonable standards and expectations
- Demonstrate a willingness to use multiple data sources to drive decisions about student learning across all P-12 school age and demographic groups
COURSE CHANGE REQUEST
5339 - Status: PENDING

Content Topic List

- Areas of Assessment: Phonemic Awareness/Phonics, Spelling & Writing, Attitude/Interest/Motivation, Miscue Analysis, Comprehension, Metacognition/Metacomprehension

- High-Stakes Assessment and State/National Standards

- Planning Instruction: Analyzing Information Qualitatively, Integrating Standards and Assessment through Daily Practice, Ideas for Strategy Development

- Communicating Assessment Information to Parents and other Stakeholders

Attachments

- 5339_SP_2013.docx
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

- Approved by UGSC 1/10/14 (by Mercerhill,Jessica Leigh on 01/10/2014 03:07 PM)

Workflow Information

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<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>01/10/2014 12:15 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>01/10/2014 03:07 PM</td>
<td>Unit Approval</td>
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<td>Pending Approval</td>
<td>Achterberg,Cheryl L. Warnick,Bryan R. Odum,Sarah A. Zircher,Andrew Paul</td>
<td>01/10/2014 03:07 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
EDU T&L 5339 Evaluation and Instructional Decision-Making in Literacy
Monday, 1:00-4:00; MR236; Spring 2013
Dr. Mary Jo Fresch, Professor
237A Morrill Hall – 740-725-6237 – fresch.1@osu.edu
Office hours Monday and Wednesday: 11:00-12:00/4:00-4:45/by appointment

Course Description:
Assessment instruments and processes to determine students’ abilities and needs and instructional strategies to meet those needs as useful to early childhood teachers are explored. Prereq: Enrollment in Early Childhood B.S. Ed. or Master of Education program. Not open to students with credit for 705 or 739.

Course Objectives:
3.2 Know how to integrate knowledge, skills, and dispositions related to diversity across curriculum instruction, and assessment
6.2 Use knowledge of content, the school, family, and community contexts in which they will work; the developmental levels, prior background knowledge and experiences of students; and state/ district academic content standards to design meaningful learning experiences to help all learn
6.6 Create and select appropriate assessment strategies aligned with stated goals for the affective and cognitive development and learning of all students
6.7 Collect, summarize, analyze, and use information from multiple data sources to make decisions in addressing individual students’ needs, planning future instruction, developing meaningful learning experiences, and evaluating instructional materials
8.5 Demonstrate a belief that all students can learn and meet reasonable standards and expectations

Required Readings:
Essentials of Teaching Children to Read: The Teacher Makes the Difference, 3rd Edition
D. Ray Reutzel and Robert B. Cooter, Jr.
Reading Inventory for the Classroom & Tutorial Audiotape Package, 5th Edition
E. Sutton Flynt and Robert B. Cooter, Jr.

Grading Scale – OSU Standard Scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>93-100%</td>
</tr>
<tr>
<td>A</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>E</td>
<td>59% or less</td>
</tr>
</tbody>
</table>

Cell phones and computers can be a distraction and are not to be used during class time unless deemed appropriate by the instructor.

Unexcused absences may incur point deductions from your final grade (3 per missed class).
Assignments:

NOTE – Fresch policy on late assignments: 10% deducted for each week past due date (hence, 1 week late = 10% deduction from points earned; 2 weeks late = 20% deducted, and so on)

(1) Assessments of Literacy Development - 90 points (see rubric for point values) - Due March 18 (raw results) and April 8 (final write-up)
Administer each of the following to one K-3 student:
• QIWK (from Edu T&L 5469)
• Names Test (grades 1-3) or Phonics Inventory (K)
• Interest/motivation survey (Flynt & Cooter pages 315-517)
• Informal reading inventory (Flynt & Cooter)
• Running record using a trade book

This assignment provides an introduction of how to administer and interpret literacy assessments, create an in-depth report analyzing a student's literacy development, and recommend an instructional plan to further a student's literacy learning. You must assess a grade K, 1, 2, or 3 student who is already reading. The student's reading level is not important, but ability to decode is essential. Bring the raw results to class on March 18 for peer discussion and analysis (this will help with your final write-up).

Components of your final write-up (due April 8) should include, but are not limited to:
• General information about the student (use a pseudonym, please)
• The specific results of each assessment and your interpretation of each of those results
• Recommendations for instruction based on the results of your assessments using “IF-THEN” format in Reutzel and Cooter, pages 302-303.
• References to course texts should be used to support your interpretation and recommendations (minimum 6, using both texts).
• A full-page reflection on the assessment experience and your informed reaction to each of the assessment instruments. This is a critique not a description of your experience.

(2) Mock parent-teacher conference - 20 points - Due April 8. Hand in the assessment and the parent overview sheet at the end of the mock conference. You must orally present the mock conference to earn the full points.
Prepare two copies of the overview sheet that you would hand to parents showing assessment results (3-4 summary sentences for results of each assessment), student's strengths and areas that need attention, and your instructional plan. You will present this information during class in a 10-minute mock parent-teacher conference format. Basically, this is a synthesized, “layman’s” summary of your assessments. Make 2-3 suggestions of what the parents/caretakers might do at home to support the student’s development. Your peers will be “looking” in and evaluating you as you present your results to the professor/parent.

(3) Standards-based Lessons - 20 points - Due April 1
Using your recommendation for instruction based on your interpretation of the results obtained during your Assessments of Literacy Development, plan 2 standards-based lessons (using the Department approved format) for the student you assessed. These lessons should be detailed enough for a substitute teacher to follow and:
• be indicated by the results of the assessments you administered and interpreted into the “IF-THEN” format
• be tied to Ohio English Language Arts or Common Core State Standards
• create appropriate opportunities for reading, thinking, writing, and communicating
• include specific examples of materials that you created to use in the lessons

Commented [MF1]: Add IRI pages 315-317
**MEd students must teach these lesson to the student assessed. (20 points – 4 points for mentor’s evaluation, 6 points for your self-reflection for each lesson. Use department forms.)

(3A) MEd students only: Observation of guided reading group lesson (20 points) Due February 18
- Complete the observation form.
- Write a summary of the observation.
- Reflect on your role as a teacher in the future in regard to guided reading groups.

(4) Participation in Discussion Circles about text readings – 60 points = 10 points X 6 chapters (see Calendar for chapters 3, 7, 2, 4, 5 and 6 due dates).

A significant amount of time is spent teaching the literacy in early childhood classrooms. Therefore, showing your knowledge base and expertise is critical. Reading and understanding the text is essential. You will be randomly assigned one of the roles described below. As you read the chapters and focus on the content presented, take on your assigned “perspective” (see handout for more detail) and be prepared to actively present this in the whole class discussion of the chapters. You will be assessed during the discussion circles in class – bring the rubric; identify your role for that chapter.

**Post your information on Carmen Discussions BEFORE class the day it is due. Begin your post as: “I am the ___(your assigned role for the week)___.”

- Discussion Director
- Professor
- Passage master
- Core curriculum specialist
- Wordsmith
- Questioner
- Connector
- Techie

Rubric:

<table>
<thead>
<tr>
<th>Carmen posting for role as:</th>
<th>0 points</th>
<th>1 - 2 points</th>
<th>3 - 4 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not post.</td>
<td>Posting is done with minimal effort.</td>
<td>Posting is thoughtfully done with genuine effort.</td>
<td>Posting is thoughtfully done, demonstrating critical thinking and application of content.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Circle Participation</th>
<th>0 points</th>
<th>1 - 2 points</th>
<th>3 - 4 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not participate. Offers few opinions; makes no personal connections to the text.</td>
<td>Participates somewhat; offers opinions and makes some good connections to the text.</td>
<td>Participates competently; offers some insightful opinions and makes connections to the text.</td>
<td>Participates enthusiastically; offers insightful and thoughtful opinions, makes pertinent connections to the text.</td>
<td></td>
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(5) State Achievement Test in Reading – 10 points for completed test and in-class participation (must be present to receive full credit). Due April 15
You will be provided with a released half-length practice test in reading for grade 3. Take the test as if you were a third grade student before coming to class. We will talk about this experience and process your informed reactions in class. You will work in class in small groups to discuss the test and examine the Administration Manual that accompanies the test.
(6) **Create a Literacy Learning Center (30 points – due March 25).** Learning centers can provide review, extend content already taught, and/or can introduce new content. They are designed for not more than five or six students to use at one time and should meet a range of literacy needs. 13 books about learning centers are on reserve for a 3-day loan from the Marion campus library.

**First,** decide on a K-3 grade level of choice. Look at the Core Curriculum Language Arts Standards and decide which you will address in the center activities (one per activity is appropriate).

**Second,** select age and content appropriate books that can be used for one activity, as well as a resource for the center. Choose a minimum 6 books for display and use at the center (bring these the day we share our centers).

**Third,** connected to your chosen standards, create two types of activities (1) “alone” work, (2) buddy work, and (3) an activity that utilizes the books in some way. Make the games and/or activities self-checking for the students. Make certain your activities would meet the needs of a range of learners. No commercial products or worksheets are allowed for this assignment. Get creative... (yes, you can get ideas from the Internet or books, but no downloading or direct copying. Use what you find to create your own activities.)

**Fourth,** on March 25 set up your center in our classroom as a simulation for your classmates. Your classmates and professor will use a rubric to evaluate the experience. Hand in the “report form” when presenting your center.

7) **EXAMS:**

- **Midterm:** 10 points, March 4 – covers Reutzel & Cooter chapters 1, 3, 7, 2, Flynt & Cooter Inventory, in-class Running Record experience
- **Final:** 15 points, April 29 at 1:00 p.m. – covers Reutzel & Cooter chapters 4, 5, 6, 8, and all Literacy Assessments used in this course

**Class Schedule**

(Readings must be completed prior to the class for which they are listed. Schedule subject to change.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>Jan. 7</td>
<td>Class Overview</td>
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<td></td>
<td>The Classroom Teacher’s Role</td>
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<td></td>
<td>Reutzel and Cooter Preface</td>
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<td>Common Core State Standards</td>
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<tr>
<td>Jan. 14</td>
<td>Phonemic/Phonics/Spelling Assessments</td>
<td>→ Reutzel &amp; Cooter, Chapter 1</td>
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<tr>
<td>Jan. 21</td>
<td><strong>No class – Martin Luther King, Jr. Day</strong></td>
<td></td>
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<tr>
<td>Jan. 28</td>
<td>Running Records - Miscue Analysis</td>
<td>→ Reutzel &amp; Cooter, Chapter 3</td>
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<td></td>
<td>Review of phonics</td>
<td>*Discussion Circle</td>
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<tr>
<td></td>
<td>Learning Centers – differentiating instruction</td>
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<tr>
<td>Feb. 4</td>
<td><strong>No class – field placement</strong></td>
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<td>Feb. 11</td>
<td>Literacy assessments</td>
<td>→ Reutzel &amp; Cooter, Chapter 7</td>
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<td></td>
<td>Administering a Reading Inventory</td>
<td>*Discussion Circle</td>
</tr>
<tr>
<td></td>
<td>→ Flynt &amp; Cooter pages 1-30</td>
<td></td>
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<tr>
<td>Feb. 18</td>
<td>Oral Language</td>
<td>→ Reutzel &amp; Cooter, Chapter 2</td>
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<tr>
<td></td>
<td>→ *Discussion Circle</td>
<td></td>
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<tr>
<td></td>
<td>→ *MEd guided reading group observation due</td>
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<tr>
<td>Feb. 25</td>
<td><strong>No class – field placement</strong></td>
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### Assignment Policies of the Education Department

**Format Requirements:** All assignments should be typed, double spaced, in 11-12 point font (Times or Arial), with standard margins and numbered pages, unless the syllabus specifies that the assignment may be handwritten. When writing papers, use subheadings; include a cover page with your name, course number, the date, and the name of the project or paper. Please use staples or binder clips rather than paper clips. Pocket folders may be used if you wish, but please do not use plastic report covers or individual page covers. Assignments that do not conform to these requirements may be returned to you for revision.

**Completion of Assignments:** Please be sure you have read the syllabus and grade sheet/rubric carefully. Ask questions if you are unsure about something. You are responsible to make sure your assignment is complete. Note: if the syllabus specifies you must bring certain materials or X number of copies of something (e.g., handouts for the class), those items are part of the assignment. Attention to detail is an important quality for teachers.

**Plagiarism Notice:** Please be aware that, due to an increase in plagiarism in higher education, the university has purchased software that is able to detect it. University requirements state that cases of plagiarism are treated seriously and will lead to the filing of academic misconduct charges.

**General Policies of The Ohio State University**

**Academic Misconduct** – The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.
If your instructor suspects that a student has committed academic misconduct in their course, they are obligated by University Rules to report these suspicions to the committee on Academic Misconduct. If COAM determines that a student has violated the University’s Code of Student Conduct (i.e. committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at (614) 292-3307 (V) or (614) 292-0901 (TDD) in room 150 Pomerene Hall (or in the Student Services Building on the Marion campus) to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology. If you feel you may need an accommodation based on the impact of a disability, make an appointment with me as soon as possible to discuss course format, your needs, and potential accommodations. I rely on the Office for Disability Services for verifying accommodation needs and developing accommodation strategies. If you have not already contacted that office, I encourage you to do so.

Grievances and Solving Problems – According to University Policies, available from the Division of Student Affairs, if you have a problem with a class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, speak with the OSU Marion ombudsperson or associate dean. Specific procedures are outlined in Faculty Rule 3335-7-23.

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.