

Course: EDUC 412 Lab Diagnostic and Prescriptive Reading Lab**Credit Hours: 1****Scheduled hours per week**

Lecture: 0

Lab: 0

Field Experience: 30 hours

Catalog Course Description: This course requires teacher candidates to apply their knowledge of a variety of assessment instruments and remediate reading difficulties using evidence-based instructional strategies. Students will apply skills learned in EDUC 412.

Pre-requisites: EDUC 301, EDUC 303, Admission to Teacher Education Program

Co-requisites: EDUC 412

Course Learning Outcomes (CLO):

1. Assess learners using multiple forms of assessment with consistent, fair, and equitable assessment procedures. (WVPTS 1E, 3E), (InTASC 1, 2, 4, 6), (ACEI 1.0, 4.0), (PRAXIS 5622 III.A.1, III.A.2, III.A.3, III.A.4, III.A.6, III.B.3, III.B.4, III.A.5), (PRAXIS 5203 I.1, I.2, I.3, I.4), (PRAXIS 5002), (CAEP 1.1, 1.2, 1.3, 2.3), (Assessment: Diagnostic report, Lesson Plans, Tutoring observations)
2. Analyze individual performance and progress using assessment data. (WVPTS 1A, 1B, 1C), (InTASC 1, 2, 4, 6), (ACEI 1.0, 2.1, 3.1, 4.0), (PRAXIS 5622 III.A.1, III.A.2, III.A.3, III.A.6, III.B.5), (PRAXIS 5203 I.1, I.2, I.3, I.4), (PRAXIS 5002), (CAEP 1.1, 1.2, 1.3, 2.3), (Assessment: Diagnostic report, Lesson Plans, Tutoring Observations)
3. Justify systematic instruction to select appropriate traditional, digital, and online reading resources. (WVPTS 1A, 1B, 1C, 1D, 3A, 3C, 3D, 3E, 3F), (InTASC 1, 3, 4, 6, 7, 8), (ACEI 3.1, 3.2, 3.3, 3.4), PRAXIS 5622 II.A.1, II.A.3, II.A.4, II.A.6, II.A.7), (PRAXIS 5203 II.A.1, II.A.2, II.E.13,), (PRAXIS 5002 II.A.c.2,), (CAEP 1.1, 1.2, 1.3, 1.4, 2.3), (Assessment: Diagnostic report, Lesson Plans, Tutoring observations)
4. Develop a plan of instruction based on assessment data used to evaluate learners' strengths and weaknesses. (WVPTS 1A, 1B, 1C, 1D, 3A, 3C, 3D, 3E, 3F), (InTASC 1, 2, 4, 7, 8), (ACEI 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5), PRAXIS 5622 II.B.3, II.B.4, II.B.5, II.B.8, II.B.9, II.B.10), (PRAXIS 5203 I.1, I.2, I.3, I.4, II.A.7, II.B.1, II.B.2, II.B.6, II.C.1, II.C.5, II.D.1, II.E.2, II.E.III.A.3, III. A.4, III.A.10), (PRAXIS 5002 II.A.c.2), (CAEP 1.1, 1.2, 1.3, 1.4), (Assessment: Diagnostic report, Lesson Plans, Tutoring observations)

CLO Assessment Methods: Exams, quizzes, completion of field experience, written assignments

Topics to be studied:

1. Reading Assessment in the Elementary Classroom
2. Assessing children's concepts about print, phonological/phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing
3. Using assessment data to plan, teach, and evaluate instruction
4. Making School/Family Connections

Relationship of Course to Program Learning Outcomes (PLO) or Institutional Learning Outcomes:

This course focuses on the six pillars that support the philosophical framework, *Architects of the Future*. Through "Architects of the Future" (planning, teaching skills, interpersonal skills, decision making skills, professional commitment, and diversity) teacher candidates connect the theories of the assessment/planning model of effective teaching of reading and writing, implementing strategies that elementary school teachers use to teach reading and writing. This clinical practicum focuses on the assessment, teach, evaluate cycle of reading and writing.

Check if approved as: ☐ **Foundational Learning Course**

☐ **Reinforcement Learning Course**

Special requirements of the course:

1. Completion of a 30 hour clinical practicum
2. Parent/Family Communication and Collaboration
3. Submit clinical experience paperwork (in LiveText or its affiliate).
4. Have a current LiveText (or its affiliate) subscription and use BlackBoard for course requirements.
5. Submit a background check.

Additional information:

N/A

Prepared by: Danielle Shockey

Date: Edited 11/30/21