Carroll University

**EDU 678: Reading Assessment in the PK-12 Classroom (3 credits)**
- The study of assessment and instructional techniques for all readers, but especially readers who have special needs. Includes selecting, administering, and interpreting formal and informal assessments to develop, implement, and communicate appropriate instructional plans and intervention to classroom teachers and to parents. Includes analysis and interpretation of diagnostic data to prescribe instructional programs and activities appropriate to student needs. Explores a variety of activities that address group size, learning styles, developmental levels and student interests.

**EDU 680: Practicum in Assessing and Teaching Reading (3 credits)**
- A supervised practicum in assessing and teaching reading to elementary, middle school, and high school students with a variety of abilities in one-to-one, small group, and large group contexts. Includes analysis and interpretation of diagnostic data to prescribe instructional programs and activities appropriate to student needs. Explores a variety of activities that address group size, learning styles, developmental levels and student interests. Includes methods of communicating diagnostic findings to classroom teachers and parents.

**Goals for participants in the Masters program at Carroll University**
- Develop students’ personal sense of competency as excellent educators in a variety of contexts;
- Promote ideals of lifelong learning and professional development
- Develop reflective skills in educators that enable them to connect new knowledge from the coursework they select with the educational settings in which they work; and,
- Encourage research and practice that empowers educators to be forces of transformation in their educational setting.

**Instructors**
Kori Hartman
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Office hours for each instructor vary, but they can be reached every day from 7:30 to 8:30 am and 4:00-5:00 pm.

**Course prerequisites**
- EDU 675, EDU 677, EDU 678 or consent of instructor.

**Required Texts**
- *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers* by Jennifer Serravallo and Lucy Calkins $27.00
- *Schools That Work: Where All Children Read and Write* by Richard L. Allington and
Suggested Texts: (not required, but good to have in your professional library)
- Qualitative Reading Inventory (6th ed.) by Lauren Leslie and Joanne Caldwell $50.00
- Becoming Literate: The Construction of Inner Control by Marie Clay $32.99

Course Meeting dates, times and locations
- August 21, 4:00-8:00 (rotating schools in the Elmbrook School District)
- August 22, 8:00-4:00 (Carroll Center for Graduate Studies)
- September 15, 4:00-8:00 (rotating schools in the Elmbrook School District)
- September 16, 8:00-4:00 (Carroll Center for Graduate Studies)
- October 20, 4:00-8:00 (rotating schools in the Elmbrook School District)
- October 21, 8:00-4:00 (Carroll Center for Graduate Studies)
- November 11, 4:00-8:00 (rotating schools in the Elmbrook School District)
- November 12, 8:00-4:00 (Carroll Center for Graduate Studies)
- December 15, 4:00-8:00 (rotating schools in the Elmbrook School District)
- December 16, 8:00-4:00 (Carroll Center for Graduate Studies)

Attendance
As we meet monthly, attendance at all sessions is mandatory. If you are unable to attend, please speak with one of the instructors to develop an appropriate course to ensure content is not missed.

Course objectives
- Explain the principles of reading and writing assessment in K-12 schools
- Develop and explain instructional strategies and resources for literacy instruction
- Measure and interpret student progress through various authentic assessment procedures
- Explore and explain the role of literacy in learning the content areas
- Design instruction that supports literacy development that accommodates varying degrees of literacy and linguistic proficiency
- Create instructional goals and activities appropriate for active learning through interaction with print, media, and computer texts
- Develop content area curriculum that integrates literacy using multiple media forms

Course evaluation
Student success in this course will be measured by
- Successful completion of the Foundations of Reading Test (FoRT)
- Class participation
- Ongoing and cumulative portfolio development
- Reflection on tutoring and learning throughout the semester
- Culminating group developed Colloquium at the conclusion of class

Course modifications
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
**Student accommodations**

Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.

**Statement of notification**

This statement indicates the precise sanctions that will be imposed if a student is found guilty of violation of the academic integrity policy. For example: “The Carroll University Academic Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs).

I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.