

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Division of Elementary, Literacy, and Secondary Education**

EDUC500.629: Reading Recovery®  
6 Graduate Credits

Semester: Fall 2013/Spring 2014

Location

Dunn Loring Administrative Center, Reading Recovery Rm. 216

Dates

August 28, 2013 - May 7, 2014

Classes held on Wednesdays from 4:15p.m. - 7:15p.m.

Linda Randall  
Fairfax Ridge #3013  
(571) 423-4716 (office)  
(301) 455-7675 (cell)

Jacqueline Boote  
Fairfax Ridge #2030  
(571) 423-4705 (office)  
(616) 990-4333 (cell)

Purpose

This course will help teachers meet the diverse needs of the at-risk beginning reader by focusing on appropriate assessment and individualized instruction.

Description

This course will provide opportunities for teachers to learn, observe, and implement the Reading Recovery program, as developed by Marie Clay. The teachers will learn procedures and strategies relevant to teaching the students with whom they work. They will bring a student a minimum of three times to be observed as they teach behind a one-way glass. Other class participants will observe these lessons to develop their ability to observe, evaluate, predict, and discuss the learning situation in progress.

Objectives

Teachers will:

- Learn assessment procedures
- Understand the reading and writing behaviors of emerging readers and writers
- Understand and use instructional techniques
- Be able to articulate rationale for instructional decisions
- Work to help at-risk first grade students meet grade level expectations in reading and writing

## Course Materials

Required texts and materials include:

- *Literacy Lessons Designed for Individuals: Part I & Part II*, Clay (Heinemann, 2005)
- *An Observation Survey of Early Literacy Achievement*, Clay (Heinemann, 2002)
- Set of 300 children's trade books from a variety of publishers
- Set of magnetic letters
- Magnetic chalkboard and whiteboard
- Unlined writing books and markers

Additional readings from 5–10 articles, approximately 5–10 pages each, in professional journals, such as *The Journal of Reading Recovery*, *Reading Teacher*, *Young Children*, or *Language Arts*.

## Format

A combination of lecture, group discussion, peer observation, and teacher presentation will be used throughout the course sessions.

## Course Requirements

- Learn to administer the *Observation Survey* to assess student progress
- Observe and discuss Reading Recovery lessons in order to understand the reading and writing behaviors of emerging readers and writers
- Read and respond orally or in writing to readings as assigned
- Bring at-risk students to average reading level in their classrooms
- Participate in class discussions to demonstrate knowledge of course content
- Keep accurate daily records and observation notes in order to inform instruction
- Communicate regularly with parents, classroom teachers, and administrators
- Complete a mid-year and year-end project

## Criteria for Grading

Class members will attend all classes, maintain communication with classroom teachers and parents, send home daily homework with students, record any absences of teacher or child and maintain graphs of progress on each student. Also, the teacher will:

- Teach four children daily, using Reading Recovery procedures
- Teach behind the one-way glass a minimum of three times
- Be observed by instructor a minimum of four times while teaching a child in school
- Turn in papers and projects as assigned
- Participate in discussions while observing a colleague teach behind a one-way glass
- Complete assessments on each student at the beginning and end of the child's program (4–8 assessments per teacher)
- Record accurately relevant data for program monitoring

### *Percentage of grade:*

- 50 points: Teaching four children daily resulting in successful discontinuation of Reading Recovery services; complete and maintain all daily/monthly records in an efficient manner
- 20 points: Written and oral assignments
- 20 points: Participation during the behind-the-glass sessions as well as all post-lesson discussions in class
- 10 points: Attendance

*\*\*Grading total of 100 points per semester. Total points for the year = 200 points.*

### Attendance

Students are expected to actively participate in class discussions, in group activities, and to communicate with colleagues. Students are expected to attend every class for its entirety. Emergencies sometimes arise; if you need to be absent from class, you are to notify us in advance by telephone or e-mail. If you miss more than one class per semester, you will lose participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points.

### Topics

*Assessment Training:* Participants will learn how to use the *Observation Survey* and how to select students for instruction.

*First ten weeks:* Participants will learn about the acquisition of reading and writing behaviors and informal observation measures for making instructional decisions. Reading Recovery procedures also will be learned.

*Second ten weeks:* Participants will use reading and writing strategies with identified students. Class discussions and clinical observations from the teacher leader will help clarify strategies and essential time management techniques.

*Last ten weeks:* Participants will have opportunities to share experiences, defend decisions, and revise and enrich understandings about beginning readers and literacy acquisition.

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.