

Reading Recovery®
GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION OF ELEMENTARY, LITERACY AND SECONDARY
EDUCATION

EDPD502.609
6 Graduate Credits

Semester: Fall 2014/Spring 2015

Location

Dunn Loring Administrative Center, Reading Recovery Rm. 216

Dates

August 27, 2014 - May 13, 2015
Classes held on Wednesdays from 4:15p.m. - 7:15p.m.

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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.