

Reading Practicum

Year/Semester

Year 4, Semester 7

Credit Value

3 Credits

Pre Requisites: Successful completion of Reading content /specialization courses

The practicum is a three-credit course. As this is a practical course, one credit requires additional hours of practice. It is recommended that student teachers spend approximately 30 days/6 weeks on the school placement in Reading Practicum.

Course Description:

Reading is a fundamental component of learning. Children who do not learn to read at grade level by the end of grade 1 tend to fall behind in all other areas of cognitive development. During the last two decades remarkable efforts have been made by educators in developing strategies for teaching reading specifically in early grades. Reading Practicum course aims to equip student teachers with functional knowledge of various strategies of teaching reading, diagnosing reading difficulties, promoting reading culture in the school, assessing reading skills of the children and supporting them as per their needs.

The course intends to provide opportunities for students to relate theory with practice in real classrooms. The course helps student teachers to use appropriate instructional strategies to address the diverse needs of students. It also supports student teachers to diagnose reading difficulties in children and prepare remedial strategies for their improvement. The course also encourages student teachers to develop teaching and learning material as per their local context to improve the reading skills of children.

This course includes two important parts:

- A placement in early grades
- Weekly seminar

School placement

The reading practicum experience in semester 7 provides student teachers with carefully sequenced and supervised field experiences in specifically reading areas of the elementary curriculum. Opportunities to work with children at grade levels (grade I&II), classroom, are provided. Student teacher, will work with children from a variety of backgrounds and with different capabilities. Initially STs will conduct formal observations and complete a variety of school-based assignments, but gradually they will take more active role, with increased responsibilities in each classroom.

During the Reading practicum, it is expected to critically select and use appropriate reading materials, resources and technology, and to have opportunities to employ various classroom-management techniques and a variety of Reading Assessment techniques. Collaboration with other Student Teachers and professionals in the school setting is encouraged in order to develop team-building skills and utilization of all resources to enhance children's learning. Ideally, groups of three or four Student Teachers are placed in each school. Opportunities for peer coaching as well as coaching by the Cooperating Teacher and a College/University Practicum Supervisor will be provided.

Seminar

The seminar that accompanies fieldwork will be facilitated by your College/ University Practicum Supervisor and is designed to link pre-service program content to classroom practice. You will have an opportunity to clarify and revise your teaching goals and beliefs about a wide range of educational issues. The primary focus of this seminar is inducting student teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems.

Student Teachers will be expected to complete a variety of seminar assignments during this semester. Most, but not all, of these assignments will be directly linked in some way to your classroom experiences. For example:

- Present an analysis of your own or a peer's teaching
- Conduct observations focused on specific classroom practices or an individual child
- Try out a particular method and reflect on its success in achieving its purpose.

All of the assigned tasks are flexible enough to allow for adaptation to a wide variety of classrooms.

Course outcomes:

After completion of this practicum student teacher will be able to

- Exhibit a sound theoretical and practical knowledge of five components of reading
- Develop effective reading lessons plan based on curriculum and textbooks of different stages
- Develop effective lessons for improving reading and writing skills of learners from different cultural and linguistic backgrounds.
- Select and administer tools of assessment for all reading skills in different languages.
- Diagnose reading difficulties and develop remedial strategies for improving reading skills
- Create conducive environment for facilitation of reading in different languages.
- Reflect on lessons taught in terms of student learning, identify strengths and challenges of lesson in response to student learning, and plan actions for future reading lessons.
- Prepare and implement reading lesson plans in different languages

Semester outline:

The way field experiences for the Reading practicum are organized may vary from institution to institution but it is suggested to divide the semester into two parts. Part 1 of the semester covers the five courses in semester 7 (Reading Assessment, Teaching Reading, Content course of discipline 2, Pedagogy course of discipline 2 & Research methods in Education). The number of

hours for direct instruction for each of the five courses is increased. Part 2 of the course includes the Reading practicum. Students spend **120 hours** in the classroom.

Each college or university will have its own plan for the practicum. It may be organized in a variety of ways. Student Teachers can expect the following types of activity and progression during the Reading practicum in semester 7.

Methodology and Evaluation:

The format of this course is designed to provide opportunities to synthesize and apply literacy knowledge/foundations. Students will demonstrate their own growth in these areas through a portfolio that will include:

1. Diagnostic assessment report of the assigned children
2. Change Over Time Project: An in-depth case study of two struggling readers.
3. How print rich environment bring change in the literacy skills of children?
4. Collect samples of spellings (in Urdu or native language) of grade 1 and 2 children. What are the development stages of spelling? What does the analysis of spelling tell you the knowledge of child about words and letter sound relationship? How would you design instruction to help each of the children continue to grow and develop as spellers?
5. Develop a reading kit (big books, flash cards, small stories etc.)
6. A collection of 30 reading lesson plans that demonstrates your competencies across the five international reading standards .These plan should have your self-reflections with written feedback of your supervisor and the reflections with written feedback of your supervisor and of Cooperating teachers on at least 10 lessons and 3 lessons respectively.
7. Practicum Activity Log: A log documenting 120 practicum hours, delineating how your instructional time was spent during the semester.
8. Reflective report of “ Reading Practicum Learning Experiences”

Week 1: Introduction to the school and classroom context, diagnostic assessment of reading skills of assigned children

| Week #1 | Topics/themes |
|---------|---|
| | <p>Introduction to the school and classroom context.</p> <ul style="list-style-type: none"> o Meet with school head and cooperating teacher. This provide you with an opportunity to get to know the school, its resources, the rules, and procedures expected of you. o With support from your Cooperating Teacher, complete the following assignments: <ul style="list-style-type: none"> a. Assessment of reading, use reading assessment tool and assess the reading skill of the children. Make analysis of your DATA and find out how many students scored less than 50%. Recommend strategies to improve the reading skills of those children. b. Make a report of assessment c. <u>Identify the struggling readers</u> d. Discuss the reading improvement strategies with Cooperating Teacher e. Interview the cooperating teacher about his/her literacy instruction. Document this visit for your portfolio. f. Develop a reading kit. The reading kit should have: <ul style="list-style-type: none"> g. Flash cards of Urdu huroof tahajee (حروف تہجی), letter with vowels for word making, 5 Pictorial stories with text for grade 1 and grade 2. Different types of texts with the comprehension questions h. Prepare for the first triad meeting (you, cooperating teacher and supervisor) i. Keep a log of daily activities j. Reflect on your learning for this week |

Week 2: Becoming more involved in the classroom.

| Week # | Topics/themes |
|--------|---|
| 2 | <p>Week 2:</p> <ul style="list-style-type: none">o Assist the Cooperating Teacher and discuss with Cooperating Teacher about reading corner and print rich environment <ol style="list-style-type: none">1. Create print rich environment. Arrange soft board, walls etc.2. Arrange a reading corner.3. Work with children struggling readers use different strategies to improve their reading skills and record your finding4. Design and deliver 3reading lessons for 30 minutes with the help of cooperating teacher.<ul style="list-style-type: none">o 1 lesson for letter identificationo 1 lessons for word makingo 1 lessons for read aloud5. Choose 2 videos about literacy. Watch and write a 1-page reflection on each video. State examples of how the ideas in your reading have contributed to your literacy instruction.6. Keep a log of daily activities7. Reflect on your learning for this week. |

Week 3, Assuming responsibilities of planning, teaching and assessing

| Week # | Topics/themes |
|--------|--|
| 3 | <p>Week 3: Assuming more responsibility as a reading teacher.</p> <ol style="list-style-type: none">1. Design and deliver 3 reading lessons for 30 minutes with the help of cooperating teacher:<ol style="list-style-type: none">a. 1 lesson for phonemic awarenessb. 1 lesson for word makingc. 1 lessons for comprehension2. Choose popular children's story and make a big book. Then prepare a lesson that involves reading the big book aloud. Teach this lesson in the classroom.3. Work with children struggling readers, use different strategies to improve their reading skills and record your finding.4. Collect samples of spellings (in Urdu or native language) of grade 1 and 2 children. What are the development stages of spelling? What does the analysis of spelling tell you the knowledge of child about words and letter sound relationship? How would you design instruction to help each of the children continue to grow and develop as spellers?5. Reflect on your learning for this week |

Week 4: Assuming more responsibility as a reading teacher.

Week #

Topics/themes

Week 4: Assuming more responsibility as a reading teacher.

1. Design and deliver 6 reading lessons for 30 minutes with the help of cooperating teacher:
 - a. 1 lesson for phonemic awareness
 - b. 1 lesson for word making
 - c. 1 lessons for comprehension
 - d. 1 lesson of story telling
2. Choose popular children 'story and make a big book. Then prepare a lesson that involves reading the big book aloud. Teach this lesson in the classroom.
3. Work with children struggling readers, use different strategies to improve their reading skills
4. Community Assignment: Meet with the parents of the grade one or two children with cooperating teacher and advocate them about the importance of strong phonic program in early grades. Share a few techniques to them, which they can practice with their children at home. Write a report of your task.
5. Ask one of your peers to observe your one lesson and ask her/him to r share the findings
6. Prepare for the 2nd triad meeting (you, cooperating teacher and supervisor)
7. Reflect on your learning this week.

Week 5: Assuming more responsibility as a reading teacher.

Week #

Topics/themes

Week 5: Assuming more responsibility as a reading teacher.

1. Design and deliver 6 reading lessons for 30 minutes with the help of cooperating teacher:

- a. 1 lesson for phonemic awareness
- b. 1 lesson for word making
- c. 1 lessons for comprehension
- d. 1 lesson of story telling

2. Choose popular children 'story and make a big book, then prepare a lesson that involves reading the big book aloud. Teach this lesson in the classroom.

3. Work with children struggling readers, use different strategies to improve their reading skills

4. Observe a lesson of your peer and share your findings

5. Creative writing by young children: Give an opportunity to the children of grade one, two and to write their own stories with illustrations. Collect their stories and share with head teacher. Display all these material in an exhibition at school. Keep a few samples in your portfolio. Write a report of your task.

6. Community Assignment: Meet with the parents of the grade children and advocate them about the importance of strong phonic program in early grades. Share a few techniques to them which they can practice with their children at home. Write a report of your task.

7. Reflect on your learning this week.

Week 6: Assuming more responsibility as a reading teacher.

| Week # | Topics/themes |
|--------|--|
| 6 | <p>Week 4: Design and deliver 6 reading lessons for 30 minutes with the help of cooperating teacher:</p> <ul style="list-style-type: none">o 1 lesson for phonemic awarenesso 1 lesson for word makingo 1 lessons for comprehensiono 1 lesson of story telling <p>1. Choose popular children story and make a big book, prepare a lesson that involves reading the big book aloud. Teach this lesson in the classroom.</p> <p>2. <u>Make in-depth case study of two struggling readers</u> <i>guide 51 form day 1 for him</i></p> <p>3. Re-asses the reading skills of struggling readers and compare it with the pre-assessment results that you completed in the first week of reading practicum. Make a report to share your findings.</p> <p>4. Reflect on your learning this week.</p> <p>5. Do a self-assessment of reading practicum</p> <p>6. Prepare for the final triad meeting (you, cooperating teacher and supervisor)</p> <p>7. Prepare a professional "Reading Practicum" portfolio, addressing the International reading standards.</p> |

General Information about the Course

You will be provided with specific and detailed information about every part of your practicum experience. The following will give you a general idea of what to expect this semester.

Roles and expectations of Practicum Triad Members

Every practicum experience is guided by three critical participants:

- 1) the student teacher,
- 2) the cooperating teacher, and
- 3) the college /university supervisor

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester:

- 1) At the beginning, when roles and relationships are discussed
- 2) At midpoint, when performance is discussed
- 3) At the conclusion of the experience, as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day-to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching, and assessment are made.

The Cooperating Teacher will communicate regularly with the College/University Supervisor.

The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The Supervisor will also provide feedback on all aspects of the Student Teacher's development, including planning and teaching.

Summary of the role of the College/University Practicum Supervisor

The College/University Practicum Supervisor is the official representative of the college or university. Therefore, the Supervisor has responsibility for the supervision of Student Teachers, serves as the liaison between the college or university and the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar, the Supervisor will:

- Make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the Student Teacher, Cooperating Teacher, and College/University Supervisor. The focus of these visits will depend on the needs of individual Student Teachers.
- Guide entry of the Student Teacher into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.