

***SCHOOL OF EDUCATION***

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COURSE SYLLABUS

Course: EDSP 525

Course Title: Diagnostic Reading and Specialized Interventions (3 units)

Term: July 16, 2013 – August 15, 2013

Days/Times: Tuesday’s & Thursday’s 5:30-9:30

Class Location: Larson 126

Faculty: TBA

Phone: TBA

Fax: TBA

E-mail: TBA

Office Hours: TBA

Catalog Course Description

This course addresses the design and implementation of reading, literacy, and communication assessments and interventions to meet the needs of a *full range of learners*. Candidates will learn to design valid assessments using formal and informal measures of literacy and communication skills that will inform the design of effective, evidence-based interventions in literacy and communication. Candidates will learn how to differentiate language, literacy, and communication instruction to individuals with academic language and/or communication needs; they will also learn how cultural and linguistic factors must be considered in the development of assessments and interventions for students who are learning English and for students who come from culturally diverse backgrounds. Candidates will learn how to use these assessments and interventions in the context of Response-to-Intervention and other pre-referral intervention models. Candidates will learn about a variety of augmentative and assistive technology tools designed to enhance literacy and communication and increase access to the general education curriculum for students with cognitive, sensory, and motor disabilities.

Course Goals

|  |  |
| --- | --- |
| 1. | Demonstrate and apply components of effective instructional delivery in reading, writing, listening and speaking as described in the California Reading/Language Frameworks (2007) *(Program Standard 9)*. |
| 2. | Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards *(Program Standard 5; M/M 2; M/S 2)*. |
| 3. | Demonstrate knowledge of how to organize and manage differentiated reading and augmentative communication instruction and interventions to meet the needs of the *full range of learners (Program Standards 6, 13; M/M 5; M/S, 2)*. |
| 4. | Select, use, and adapt both low and high technology materials and equipment to meet the educational objectives and literacy/communication needs of students at risk and students with disabilities *(Program Standard 6, 9; M/M 5; M/S Standard 8).* |
| 5. | Demonstrate how technology can enhance the learning environment and accommodate for individual differences *(Program Standard 6; M/M 5; M/S 2, 8)*. |
| 6. | Explain the legal and ethical issues involved in the use of technology *(Program Standard 6; M/S 8)*. |
| 7. | Access information and obtain consultation from other professionals regarding technology related to student needs *(Program Standard 6, M/M 6; M/S 8)*. |

Required Readings

Reutzel, Ray D., Cooter, J.R., Robert B.  (2011).  *Strategies for reading assessment and instruction:  helping every child succeed.*  4/E. Boston, MA: Pearson

Other Recommended Readings:

Engelmann, S., Haddox, P., & Bruner, E.  (1986). *Teacher your child to read in 100 easy*

*lessons.*  Touchstone.

Hall, S.  (2006).  *I've dibel'd now what?*  Sopris West.

McEwan-Adkins, E. (2010). *40 Reading intervention strategies for K-6 students.* Bloomington,

IN: Solution-Tree Press.

Assessment of Learning

### Class Activity and Homework (Participation):

Active participation is valued and expected, as is respect for colleagues, speakers and the instructor. Please arrive or login on time and be prepared for each class session by having completed the assigned reading and any activity assigned from the previous class. Class activity points will include answering when called upon, participating in small group and class discussions, in-class writings, chats, reading/voting responses, etc. and can only be earned during class time. Please note that this is for *ALL* students in all sections.

(Worth 50 Points)

### Reflection Write-Ups

Students will be required to hand in reflection write-ups on field trips, guest speakers, and multimedia presentations over the course of the semester. See in-class instructions or the Vista Course web site for rubrics and detailed instructions.

(Worth 50 points)

1. Differentiated Lesson Plan for Three Literacy Groups

Students will design a Differentiated Lesson Plan that addresses one of the following: phonological awareness/decoding, reading comprehension, writing, or vocabulary/Academic Literacy development. The differentiated lesson plan must provide lesson objectives and activities for the following individuals/groups of students:

1) a student or small group of students with CBM reading scores at least two grade levels below his/her peers

2) a student (or students) who is an English Language Learner

3) a student or students with CBM reading scores at least two or more grade levels above his/her peers. Use of low or high technology must be documented for one of the students as part of this assignment

(Worth 50 points)

### Signature Assignment: Literacy Intervention for a Struggling Student

Students will design and conduct an evidence-based literacy intervention with a selected student. The Signature Assignment will include the following: student background information (including diagnostic information, developmental history and past reading literacy challenges), a brief literature review, description of the intervention (which must involve the use of low or high technology), data collection, analysis, and graphic representation using a web-based RTI data collection tool, along with a reflection of findings.

(Worth 100 points—40% of total grade).

Grading System/Scale

Evaluation of your work will be based on the following criteria:

A/4.0: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

A-/3.7: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B+/3.3: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B/3.0: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

B-/2.7: All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

C+/2.3: All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

C/2.0: Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

Signature Assignment: Literacy Intervention for a Struggling Student

Student Background Information & Diagnosing Reading Skills

* Conduct Parent/Caregiver Interview at Initial Meeting using Parent Interview Form as a guide
* Give student diagnostic reading assessment from either Easy CBM or Dynamic Indicators of Beginning Early Literacy Skills (DIBELS)

Brief Literature Review

Determine focus of review based upon student’s background and literacy need (phonics, fluency, reading comprehension, or writing).

Description of the Intervention

* Intervention Focus: *Identify and write a measurable objective.*
* Research Base: *What makes this a research-based intervention?*
* Materials/Technology:
* Duration: *How often did you work with the student(s) and for how long at each meeting?*
* Activity: *Describe the sequence you used to conduct the intervention. If you participated in the URL3 Intervention during the summer, please include at least one of your Session Plan forms. You may also use this form and adapt to your intervention if you did not participate in the URL3.*
* Data Collection: *How did you assess the development of your students on the focus objective?*

Result of Intervention (Analysis & Graphic Representation

*Consider using Easy CBM* or you may use any data system (including Excel)

Reflection

*Evaluate the overall effectiveness of this experience? What did you learn? What surprised what? What challenged you? What would you do differently in the future?*

| Lecture/ Date | Topic/s | Inputs (Preparation & Materials Needed for Lecture) | Outcomes (Assignments & Follow-up Activities) |
| --- | --- | --- | --- |
| 1 | * Course overview (go over required text/s and syllabus) * What is “language”? What is “literacy”? * What determines “good readers”? (Review of literacy components for assessment & instruction & CA Reading & Lang. Arts Standards) | *Bring:*   * Required text by Reutzel & Cooter, *“Strategies for Reading Assessment & Intervention”* * Copy of syllabus * Hard copy or digital copy of the *CA Reading/Lang. Arts Framework* (2007) * Hard copy or digital copy of the *Lang. Arts Common Core Standards adopted by CA* (2010)   *Read/Do:*   * Skim *CA Reading/Lang. Arts Framework* (2007); Read Chapters 2 & 8 and prepare to discuss in class | As assigned |
| 2 | Word Identification Issues & Instruction:   * Phonics & Phonemic Awareness * Morphological Awareness * Non-phonetic teaching strategies and instruction * Word ID strategies & considerations for older learners * Word ID strategies & considerations for ELs | *Bring:*   * *“Strategies for Reading Assessment & Intervention”* * Copy of syllabus   *Read/Do:*  Reutzel & Cooter, Chapter 4 | As assigned |
| 3 | Guest Speaker  Running Records Assessments  Issues, Assessment, and Instructional Strategies in:   * Reading & Fluency * Vocabulary * Reading Comprehension | *Bring:*   * *“Strategies for Reading Assessment & Intervention”* * Copy of syllabus   *Read/Do:*  Reutzel & Cooter, Chapter 8 & 9 | Discussion questions during class |
| 4 | How do children learn, and how should we teach language & literacy?   * Cognitive factors & theories of learning * Vygotsky’s ZPD * Emotional & attitudinal factors   Assessing Literacy (how theories and policies about reading intersect with assumptions about learning) | *Bring:*   * *“Strategies for Reading Assessment & Intervention”*   *Read/Do:*  Reutzel & Cooter, Chapter 1 | As assigned |
| 5 | Oral Language Development/Concepts About Print: Links with literacy, EL-specific considerations, and bridges to AAC. | *Bring:*   * *“Strategies for Reading Assessment & Intervention”* * Copy of syllabus   *Read/Do:*  Reutzel & Cooter, Chapters 3 & 4 | As assigned |
| 6 | Response-to-Intervention: What is RTI (and is my school district really doing it?)  “Instruction” vs. “intervention”  Designing literacy interventions:   * Systematic instruction * Differentiating instruction using ZPD * Metalinguistic review (p. 109) & academic language * Grouping strategies for tiered instruction   Assessment and Data collection within RTI models | *Bring:*   * *“Strategies for Reading Assessment & Intervention”* * Copy of syllabus * Legere & Conca (2010) article   *Read/Do:*   * Reutzel & Cooter, Chapter 2 * EZ –CBM registration & Log-in; bring your own laptop or let the professor know if you need one provided * Legere & Conca (2010) article | As assigned |
| 7 | Language & Literacy Interventions for students with ASD | *Bring:*   * *“Strategies for Reading Assessment & Intervention”* * Copy of syllabus * Materials posted on the Moodle course website | As assigned |
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| 8 | Secondary literacy  *Guest Speaker:*  Middle and high school struggling readers | *Read:*   * *“Strategies for Reading Assessment & Intervention”,* Chapter 11   Handout, other instructions and materials as required by the professors and posted on the Moodle course web site | *Do*:   * Respond to discussion questions on Moodle Course website previous lecture * Work on data collection for Signature Assignment |
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| 9 | Language/Literacy instruction-interventions and collaboration   * Home-school connection * Collaboration & consultative practices in literacy instruction | *Read:*   * *“Strategies for Reading Assessment & Intervention”,* Chapter 12 | *Do*:  Respond to discussion questions |
| 10 | Signature Assignment due | *Bring:*  Signature Assessment Presentations | Hard copy of Signature Assessment delivered to the professor at the end of class |

Course Schedule (Subject to Change with Notice)

## **Self Determination Differentiated Literacy Lesson Plan for Three Groups**

| **Teacher:** | **Grade:** | **Date:** | **Unit:** |
| --- | --- | --- | --- |
|  |  |  |  |

### **Literacy Focus / Overarching Goal of Lesson:**

What do you want your students to achieve as a result of this lesson?

## **Common Core Standards Addressed:**

## **Targeted Student(s) and IEP Goal(s) to be Addressed (if applicable):**

**1).**

**2).**

**3).**

## **Self-Determination Component(s) to be Addressed:**

See Wood, Karvonen, Test, Browder, and Algozzine (2004) for components

## **Personnel, Materials and Technology Needed:**

What reading and curriculum materials will be needed for this lesson (attach lesson plan from Teacher’s Edition, student worksheets, and/or samples of teacher made materials).

What adaptive equipment, assistive technology, or specialized personnel will be needed to carry out this lesson?

## **The Teaching Sequence:**

1. **I Do:**
2. **We Do:**
3. **You Do:**

|  | **Modification for Student 2+ years below grade level** | **Modification for EL Student that below/on/at (\*\*\*choose one) grade level** | **Modification for Student that is 2+ years above grade level** |
| --- | --- | --- | --- |
| **Objective** |  |  |  |
| **Modification & Rationale** |  |  |  |
| **Assessment/Evidence** |  |  |  |

|  | **Modification for Student 2+ years below grade level** | **Modification for EL Student that below/on/at (\*\*\*choose one) grade level** | **Modification for Student that is 2+ years above grade level** |
| --- | --- | --- | --- |
| **Objective** |  |  |  |
| **Modification & Rationale** |  |  |  |
| **Assessment/Evidence** |  |  |  |