

“Preparing Professionals for Changing Educational Contexts”

EDSP 461 Syllabus

Department of Educational and Clinical Studies
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	EDSP 461
II.	Title	Oral and Written Language Instruction for Students with Disabilities
III.	Credits	3 hours
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	None
X.	Course Description (Course Introduction)	Overview course on language development, disabilities, and delays of language. Information and specific strategies for identifying oral and written language difficulties in students with disabilities are provided. Emphasis is on educational applications – designing and implementing instruction for students with disabilities.
XI.	Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course COE/INTASC Standards Addressed in this Course	<u>CEC Standards:</u> Standard #4: Instructional Strategies Standard #6: Language Standard #7: Instructional Planning Standard #8: Assessment Standard #9: Professional and Ethical Practice <u>INTASC Standards:</u> Standard #4: Content Knowledge Standard #5: Application of Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies Standard #9: Professional Learning and Ethical Practice

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

Objective 1: Students will describe typical and atypical language development and will be able to give examples of how culture affects language development.

Standards:

CEC Standard 6: Language

IGC6K1	Impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptional learning needs.
IGC6K3	Typical language development and how that may differ for individuals with learning exceptional learning needs.
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.
IGC6S3	Teach individuals with exceptional learning needs to monitor for errors in oral and written language.

INTASC Standard 4: Content Knowledge

Performance	4(f): The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
Essential Knowledge	4(k): The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
Critical Dispositions	4(r): The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Objective 2: Students will identify specific research-based instructional strategies for teaching reading, spelling, and writing to students with disabilities and will be able to select targeted strategies to use for intervention.

Standards:

CEC Standard 4: Instructional Strategies

CEC Standard 7: Instructional Planning

ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.
IGC4S4	Use reading methods appropriate to individuals with exceptional learning needs.
IGC4S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

INTASC Standard 5: Application of Content

INTASC Standard 7: Planning for Instruction

Performance	5(h): The teacher develops and implements supports for learner literacy development
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e	across content areas. 7(b): The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
Essential Knowledge	5(m): The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. 7(j): The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
Critical Dispositions	5(s): The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. 7(n): The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

Objective 3: Students will be able to describe the components of direct instruction reading instruction and will be able to write scripts for phonemic awareness, decoding, fluency, vocabulary, and comprehension using the direct instruction format.

Standards:

CEC Standard 4: Instructional Strategies

CEC Standard 7: Instructional Planning

IGC4K1	Sources of specialized materials, curricula, and resources for individuals with exceptional learning needs.
IGC4S1	Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs.
ICC7K1	Theories and research that form the basis of curriculum development and instructional practice.
ICC7S10	Prepare lesson plans.

INTASC Standard 7: Planning for Instruction

Performance	7(c): The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
Essential Knowledge	7(k): The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
Critical Dispositions	7(p): The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

Objective 4: Students will name a variety of assessments for language, reading, writing, and spelling and apply progress-monitoring procedures for the purpose of tracking educational improvement and making instructional decisions.

Standards:

CEC Standard 8: Assessment

ICC8K1	Basic terminology used in assessment.
ICC8K3	Screening, prereferral, referral, and classification procedures.
ICC8K4	Use and limitations of assessment instruments.
INTASC Standard 6: Assessment	
Performance	6(b): The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
Essential Knowledge	6(k): The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
Critical Dispositions	6(r): The teacher takes responsibility for aligning instruction and assessment with learning goals.

Objective 5: Students will administer and interpret assessments for the purpose of identifying prevention and intervention strategies and will develop an intervention report that reflects on assessment data and the use of research-based practices.

Standards:

CEC Standard 8: Assessment

CEC Standard 9: Professional and Ethical Practice

ICC8S2	Administer nonbiased formal and informal assessments.
ICC8S5	Interpret information from formal and informal assessments.
ICC8S7	Report assessment results to all stakeholders using effective communication skills.
ICC9S11	Reflect on one's practice to improve instruction and guide professional growth.
INTASC Standard 6: Assessment	
INTASC Standard 9: Professional Learning and Ethical Practice	
Performance	6(c): The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. 9(c): Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
Essential Knowledge	6(l): The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. 9(h): The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
Critical Dispositions	6(v): The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. 9(l): The teacher takes responsibility for student learning and uses ongoing analysis

and reflection to improve planning and practice.
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XIII. RESULTS

Course Objectives	Related CEC Standards	INTASC Standards Addressed	Measurement/Evaluation
Students will describe typical and atypical language development and will be able to give examples of how culture affects language development.	IGC6K1, IGC6K3, ICC6S2, IGC6S3	Performance: 4(f) Essential Knowledge: 4(k) Critical Dispositions: 4(r)	SAFMEDS Final Exam
Students will identify specific research-based instructional strategies for teaching reading, spelling, and writing to students with disabilities and will be able to select targeted strategies to use for intervention.	ICC4K1, IGC4S4, IGC4S16, ICC7S8	Performance: 5(h), 7(b) Essential Knowledge: 5(m), 7(j) Critical Dispositions: 5(s), 7(n)	SAFMEDS Tier 3 Instructional Formats Final Exam
Students will be able to describe the components of direct instruction reading instruction and will be able to write scripts for phonemic awareness, decoding, fluency, vocabulary, and comprehension using the direct instruction format.	IGC4K1, IGC4S1, ICC7K1, ICC7S10	Performance: 7(c) Essential Knowledge: 7(k) Critical Dispositions: 7(p)	SAFMEDS Tier 3 Instructional Formats
Students will name a variety of assessments for language, reading, writing, and spelling and apply progress monitoring procedures for the purpose of tracking educational improvement and making instructional decisions.	ICC8K1, ICC8K3, ICC8K4	Performance: 6(b) Essential Knowledge: 6(k) Critical Dispositions: 6(r)	SAFMEDS Tier 2 Assessment Project Final Exam

Students will administer and interpret assessments for the purpose of identifying prevention and intervention strategies and will develop an intervention report that reflects on assessment data and the use of research-based practices.	ICC8S2, ICC8S5, ICC8S7, ICC9S11	Performance: 6(c), 9(c) Essential Knowledge: 6(l), 9(h) Critical Dispositions: 6(v), 9(l)	Tier 2 Assessment Project
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XIV. COURSE RESOURCES

Required Textbook and materials

Bursuck, W. D., & Damer, M. (2011). Reading instruction for student who are at risk or have reading disabilities. Boston, MA: Pearson/Allyn & Bacon.

Leslie, L., & Caldwell, J. (2010). *Qualitative Reading Inventory—5 (5th ed.)*. Columbus, OH: Allyn & Bacon.

Required Readings (Articles available on Web Campus)

Cook, B.G., Tankersley, M., & Landrum, T.J. (2009). Determining evidence-based practices in special education. *Exceptional Children*, 75(3), 365-383.

Gersten, R., Fuchs, L.S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M.S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children*, 71(2), 149-164.

Haager, D. & Vaughn, S. (2013). Common core state standards and students with learning disabilities: Introduction to the special issue. *Learning Disabilities Research & Practice*, 28(1), 1-4.

Kim, W., Linan-Thompson, S., & Misquitta, R. (2013). Critical factors in reading comprehension instruction for students with learning disabilities: A research synthesis. *Learning Disabilities Research & Practice*, 27(2), 66-78.

Simmons, J. (2009). Writing instruction in the secondary classroom: Surviving school reform. In S.R. Parris, D. Fisher, & K. Headley (Eds.), *Adolescent literacy, field tested: Effective solutions for every classroom* (21-33). Newark, DE: International Reading Association.

Sipe, R. (2008). Teaching challenged spellers in high school English classrooms. *English Journal*, 97(4), 38-44.

Williamson, G.L., Fitzgerald, J., & Stenner, A.J. (2013). The common core state standards' qualitative text complexity trajectory: Figuring out how much complexity is enough. *Educational Researcher*, 42(2), 59-69.

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Current and Classical References

- Adams, M. J., Foorman, B. R., Lundberg, L., & Beeler, T. (1998). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it. *American Educator*, 22(1-2), 18-29.
- Badian, N. A. (1999). Reading disability defined as a discrepancy between listening and reading comprehension: A longitudinal study of stability, gender differences, and prevalence. *Journal of Learning Disabilities*, 32(2), 138-148.
- Baker, Simmons, & Kame'enui. (1997). Vocabulary acquisition: Research bases. In Simmons, D. C. & Kame'enui, E. J. (Eds.), *What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Erlbaum.
- Blachman, B. A., Ball, E. W., Black, R. & Tangel, D. M. (2000). *Road to the code*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Durkin, D. (1978-79). What classroom observations reveal about reading comprehension instruction. *Reading Research Quarterly*, 14, 481-533.
- Espin, C., Johgho S., Deno, S. L., Skare, S., Robinson, S., & Benner, B. (2000). Identifying indicators of written expression proficiency for middle school students. *The Journal of Special Education*, 34(3), 140-153.
- Fisher, D., Fox, D., & Wood, K. (1999). The identification of specific reading difficulties through assessment of listening comprehension skills. *Educational and Child Psychology*, 16(1), 54-59.
- Foorman, B. R., Francis, D. J., Shaywitz, S. E., Shaywitz, B. A., & Fletcher, J. M. (1997). *The case for early reading intervention*. Hillsdale, NJ: Erlbaum.
- Fuchs D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174-206.
- Hart, B., & Risley, R. T. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: Paul H. Brookes.
- International Reading Association (2002). *Evidence-based reading instruction: Putting the National Reading Panel Report into Practice*. Newark, DE: Author.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80, 437-447.
- Kaminski, R. A., & Good, R. H., III (1998). Assessing early literacy skills in a problem-solving model: Dynamic indicators of basic early literacy skills. In M. R. Shinn (Eds.), *Advanced*

applications of curriculum-based measurement. New York: Guilford.

Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. Washington, D. C.: American Federation of Teachers.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* [on-line]. Available: <http://www.nichd.nih.gov/publications/nrp/smallbook.htm>.

Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360-406.

Torgesen, J. K., & Bryant, B. T. (1994). *Phonological awareness training for reading*. Austin, TX: Pro-ed.

XVI. ASSIGNMENTS

1. Evidence-Based Practices in Oral and Written Language (10% of total grade). Students will read the articles about the identification of evidence-based practices indicated in the syllabus. Students will then find a research study on an intervention or instructional technique for one of the five big ideas in reading (phonemic awareness, decoding, fluency, vocabulary, comprehension), written expression, or spelling (suggestions can be found in the Bursuck & Damer text). Students will complete the quality indicators checklist (found on Blackboard) for the research study, and will determine whether or not they think the intervention or instructional strategy is a/an:

- a. Evidence-based practice,
- b. Potentially an evidence-based practice,
- c. Mixed effect or neutral practice,
- d. Insufficient based on the study, or
- e. Negative practice.

Students will write a short summary of the study, the quality indicator checklist, and how they think this intervention or instructional strategy could be implemented in the classroom environment (2-3 pages, double-spaced).

2. Tier 2 Assessment (QRI) Project (20% of total grade). Students will be responsible for administering the QRI-5 to a K-12 pupil. The pupil does not need to be a struggling reader. Upon completion of the assessment, students will analyze the results and develop the following IEP components:

- a. **Description of the Student.** Identify age, grade level, and general aptitude toward reading based upon teacher, parental, or other information provided to you.
- b. **Present Level of Performances (PLOPs).** The present levels must be based upon the QRI-5 and should be written in measurable terms. A minimum of 3 PLOPs should be identified. Include data from the QRI and include a description of student strengths and needs.

- c. **Behavioral Objectives/Reading Goals.** The behavioral objectives should include the conditions, behavior, and criterion. These objectives are the annual, reading goals that would appear on an IEP. Objectives should align with the identified PLOPs.

Students will then develop a Tier 2 Intervention Plan for the pupil.

- d. **Intervention Plan.** Provide a detailed overview of the specific interventions, strategies or supports needed in order for the pupil to make progress towards the identified goals. Plan should include examples of the intervention materials and/or strategies.

3. Tier III Intervention Plan (30% of total grade). Students will design a Tier III, individualized intervention for a student in reading. The tier III plan can be developed for the K-12 student assessed in the tier II assessment project or can be a different student entirely. Provide the scoring rubric with the final assignment. The intervention plan must include:

- a. **Pretest.** Students will provide pretest data regarding their identified K-12 student using targeted CBM(s) selected for their project. Pretest data should be used to set intervention goals that will serve as the aim line for their project.
- b. **Intervention Goal(s).** The intervention goal(s) should be written as a three part behavioral objective (conditions, behavior, & criterion). The project may address more than one area and therefore have more than one goal (e.g., a fluency goal of WRC/M, a comprehension goal, a letter sounds goal, a writing goal). One goal should be written for each CBM that will be used in the project.
- c. **Intervention/Tutoring Materials.** Detailed description of tutoring/intervention plan. Description should include (a) the target skill or skills addressed in each session or over the course of the intervention, (b) how the intervention reflects evidenced-based instruction (e.g., which specific components map to what we know about effective instruction), (c) how long each session will last, and (d) scope and sequence for the intervention project.
- d. **Intervention Plan.** Students should provide a detailed, 20-day intervention plan to support the identified K-12 student and meet the goals of the intervention. Each day's plan should include an objective, the specific activities that will occur that day, and the method of assessment/tracking of data. There should be at least four (4) CBM assessment points included in the intervention plan.
- e. **Sample Curriculum Based Measurement.** Students will describe, and include a sample of, a CBM that could be used to track student progress in this intervention. For example, writing intervention = a writing CBM. A fluency CBM would be used for a project that specifically addressing fluency.
- f. **Analysis of Intervention Effectiveness.** Students will describe how they will analyze data at the conclusion of the intervention and how they will determine whether or not the intervention was effective. Students will describe the instructional decisions they will make following the intervention to support the student's development in reading.

NOTE: Students must submit a proposal for their intervention by 10/24. This proposal will be worth 5% of the final grade and will be discussed further during class.

4. **SAFMEDS: Say All Facts. Minute Each Day. Shuffle. (15% of total grade).** Students will make a set of flash cards for each of the key terms or course concepts. Flash cards should have the term on one side and the definition (only) on the other side. To study, students read the definition and then state the term or concept. Students should time their sessions and be able to correctly identify a specified number of terms within 4 minutes. Upon completion of the deck, the cards should be shuffled to avoid serial learning. Students will develop a complete set of cards by the completion of the course and be graded on a final performance.

Number of Terms Correctly Identified	Grade
50+	A
45-49	B
40-44	B-
31-39	C
< 30	F

5. **Final Exam (25% of total grade).** The final exam will cover all content from the course including in-class discussions, course texts, assignments, and materials provided through WebCampus

NOTES:

- All assignments are due by the date indicated in the syllabus. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**
- All assignments should be turned in as a hard copy at the beginning of class on the date indicated, unless otherwise noted. Assignments turned in using any other fashion will not be accepted.
- Attendance and participation is required to ensure mastery of the course materials. Students will be responsible for signing in for each class session and is responsible for coming to class on time and prepared (e.g., has materials printed, read course materials). Failure to attend more than 75% of the class sessions will result in the student losing 10% of the class points. Attendance percentages will be calculated by student sign-in; failure to sign-in will count as an absence.
- Incompletes will be granted IF a student has: (a) completed 75% of course assignments and (b) a legitimate reason for not being able to complete the course during the semester (as determined by the instructor). Students requesting an incomplete should schedule an appointment with the course instructor to discuss the situation. If an incomplete is granted, students will have one academic year to complete the remaining assignments to have the incomplete removed from their record. Failure to complete assignments will result in the incomplete being converted to an "F" in the class.

XVII. PERFORMANCE ASSESSMENTS

One of the assignments in this class, the Tier 2 Assessment (QRI) Project, is a performance assessment. For this project, students will work directly with pupils to apply knowledge and skills covered in the course.

XVIII. SPECIAL NOTES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library - Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

XIX. GRADING POLICY

All assignments are due at the beginning of class on the assigned date. Points will be deducted for each day an assignment is late. The following scale will be used to determine the course grade:

Percentage Score	Grade
90 – 100	A
88 – 89	B+
80 – 87	B
78 – 79	C+
70 – 77	C
68 – 69	D+
60 – 67	D
0 – 59	F

XX. CLASS SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
1 8/29/16	The 5 Big Ideas in Reading Common Core State Standards in ELA	- <i>Put Reading First</i> (National Reading Panel) - <i>Big Ideas in Beginning Reading</i> (University of Oregon) -Haager & Vaughn (2013)	
9/5/16	Labor Day- NO CLASS		
2 9/12/16	Introduction to Evidence-Based Practices Systematic, Explicit Reading Instruction	-Bursuck & Damer (Chapter 1) -Cook, Tankersley, & Landrum(2009) -Gersten et al (2005)	
3 9/19/16	QRI-5 (Diagnostic Informal Reading Inventory)	-QRI-5 (sections 1-12) Bring QRI-5 to class	
4 9/26/16	QRI-5 (Diagnostic Informal Reading Inventory) Response-to-Intervention and Progress Monitoring for Reading, Writing, and Spelling	-QRI-5 PRACTICE Bring QRI-5 to class -Williamson, Fitzgerald, & Stenner (2013)	Evidence-Based Practices Assignment Due
5 10/3/16	Progress Monitoring for Reading, Writing, and Spelling Evidence-Based Methods for Teaching Reading: Phonemic Awareness	Bursuck & Damer (Chapter 2)	
6 10/10/16	Evidence-Based Methods for Teaching Reading: Decoding	Bursuck & Damer (Chapter 3 and 4)	Tier II Assessment Project Due
7 10/17/16	NO IN PERSON CLASS: Work on Tier III Intervention Proposal		
8 10/24/16	Evidence-Based Methods for Teaching Reading: Fluency and Vocabulary	Bursuck & Damer (Chapter 5 and 6)	Tier III Intervention Proposal Due

9 10/31/16	Evidence-Based Methods for Teaching Reading: Comprehension Part I	Bursuck & Damer (Chapter 7)	
10 11/7/16	Evidence-Based Methods for Teaching Reading: Comprehension Part II Supporting the Development of Oral and Written Language Skills through Content Area Instruction	-Kim, Linan-Thompson, & Misquitta (2013)	SAFMEDS Begin
11 11/14/16	Evidence-Based Methods for Teaching Written Language	-Simmons- <i>Writing Instruction in Secondary Classrooms</i>	
12 11/21/16	NO CLASS: Work on Tier III Intervention Project		
13 11/28/16	Evidence-Based Methods for Teaching Spelling and Handwriting	-Sipe- <i>Teaching Challenged Spellers in HS English Classes</i>	Tier III Intervention Project Due
14 12/5/16	Being Critical Consumers of Reading Curricula and Building a Systematic Reading Program	-Simmons & Kame'enui (2003)	SAFMEDS Due LAST IN-CLASS SESSION
15 12/12/16	Final Exam (Online, not in class)		

Tier 2 Assessment (QRI) Project (100 points possible)

Directions: Students will be responsible for administering the QRI-5 to a K-12 pupil. The pupil does not need to be a struggling reader. Upon completion of the assessment, students will analyze the results and develop the following IEP components:

- a. **Present Level of Performances (PLOPs).** The present levels must be based upon the QRI-5 and should be written in measurable terms. A minimum of 3 PLOPs should be identified. Include data from the QRI and include a description of student strengths and needs.
- b. **Behavioral Objectives/Reading Goals.** The behavioral objectives should include the conditions, behavior, and criterion. These objectives are the annual, reading goals that would appear on an IEP. Objectives should align with the identified PLOPs.

Students will then develop a Tier 2 Intervention Plan for the pupil.

- c. **Intervention Plan.** Provide a detailed overview of the specific interventions, strategies or supports needed in order for the pupil to make progress towards the identified goals. Plan should include examples of the intervention materials and/or strategies.

Scoring Criteria:

____/40 **Qualitative Reading Inventory (QRI) Administration and Scoring.** Students followed standardized administration and scoring procedures. Scoring is free of errors and comprehensive (ample passages assessed; appropriate decision-making sequence).

- Documentation of Assessment (____/25 points). Copies of word lists/scoring, passages with qualitative marking + completed summary data, and final summary sheet of assessment findings.
- Quality and Thoroughness of Assessment (____/15 points). Assessment is comprehensive, error-free, and follows a logical decision-making sequence.

____/60 **Interpretation.** Students will use the results of the QRI to write the following:

- Present Level of Performance (____/20 points). The present levels must be based upon the QRI-5 and should be written in measurable terms. The summary should also include the name of the assessment, date given and any additional observations during the assessment that may impact student performance.
- Reading Goal (____/20 points). The reading goals should be based on the present level of performance and include the conditions, behavior, and criterion.
- Instructional Supports (____/20 points). Provide a detailed overview of the specific interventions, strategies or supports needed in order for the student to make progress towards the identified goals. Students should support their selection with the assessment results and supporting research.

Tier III Intervention Plan Rubric

Proficiency	Assessments and Goals	Intervention Plans and Materials	Organization / Professionalism
<p style="text-align: center;">EXCEEDS EXPECTATIONS</p> <p style="text-align: center;">90 - 100 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pretest data was discussed related to student's reading skills. <input type="checkbox"/> Intervention goal was appropriate based on the pretest data, and was appropriate for the intervention time period. <input type="checkbox"/> Intervention goal was written in 4-part behavioral objective format. <input type="checkbox"/> CBM identified for use in project was appropriate for the skill being targeted. <input type="checkbox"/> Sample CBM was included with final intervention project. <p style="text-align: center;">27 – 30 points (40%)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Description of intervention materials was accurate and complete. Student included: <ul style="list-style-type: none"> <input type="checkbox"/> The target skills addressed in the intervention. <input type="checkbox"/> The evidence behind intervention. <input type="checkbox"/> The length of intervention sessions. <input type="checkbox"/> The scope and sequence of the intervention project. <input type="checkbox"/> Selected intervention was appropriate for targeting the deficit area identified through the assessment. <input type="checkbox"/> Intervention plan was thorough and included a discussion of the session objectives, the activities, and the assessment methods, and covered 20 days of intervention. <input type="checkbox"/> Assessment data points were included in the intervention plan. <p style="text-align: center;">54 – 60 points (50%)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Intervention plan was written in APA (6th edition) format. <input type="checkbox"/> Student wrote using appropriate grammar and spelling with minimal errors (<3). <input type="checkbox"/> Writing was organized. <input type="checkbox"/> Writing was easy to read and understand, with a natural flow and structure. <input type="checkbox"/> Writing remained on topic. <p style="text-align: center;">9 – 10 points (10%)</p>
<p style="text-align: center;">MEETS EXPECTATIONS</p> <p style="text-align: center;">80 - 89 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pretest data was discussed related to student's reading skills, but information was not thorough. <input type="checkbox"/> Intervention goal was mostly appropriate based on the pretest data, and was mostly appropriate for the intervention time period. <input type="checkbox"/> Intervention goal was written using 3 of the 4-part behavioral objective format. <input type="checkbox"/> CBM identified for use in project was mostly appropriate for the skill being targeted, but connection was loose. 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of intervention materials was mostly accurate and complete, but student was missing one of the major components. <input type="checkbox"/> Selected intervention was mostly appropriate for targeting the deficit area identified through the assessment. <input type="checkbox"/> Intervention plan was mostly thorough, but one or more of the descriptive variables were unclear and/or the plan covered fewer than 20 days. <input type="checkbox"/> Assessment data points were included in the intervention plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Intervention plan was written in APA (6th edition) format. <input type="checkbox"/> Student wrote using mostly appropriate grammar and spelling, but several errors were noted (4-7). <input type="checkbox"/> Writing was mostly organized, but some sections seemed out of place. <input type="checkbox"/> Writing was easy to read and understand, but the flow and structure was choppy at times. <input type="checkbox"/> Writing mostly remained on topic.

	<input type="checkbox"/> Sample CBM was included with final intervention project. 24 – 27 points (40%)	<p style="text-align: center;">48 – 53 points (50%)</p>	<p style="text-align: center;">7-8 points (10%)</p>
<p style="text-align: center;">DOES NOT MEET EXPECTATIONS</p> <p style="text-align: center;">0 - 79 points</p>	<input type="checkbox"/> Pretest data was not discussed related to student's reading skills. <input type="checkbox"/> Intervention goal was inappropriate based on the pretest data, and/or was inappropriate for the intervention time period. <input type="checkbox"/> Intervention goal was written using 2 or fewer of the 4-part behavioral objective format. <input type="checkbox"/> CBM identified for use in project was in appropriate for the skill being targeted. <input type="checkbox"/> Sample CBM was not included with final intervention project. <p style="text-align: center;">< 24 points (40%)</p>	<input type="checkbox"/> Description of intervention materials was inaccurate or incomplete. <input type="checkbox"/> Selected intervention was inappropriate for targeting the deficit area identified through the assessment. <input type="checkbox"/> Intervention plan was not thorough and/or the plan covered fewer than 20 days. <input type="checkbox"/> Assessment data points were not included in the intervention plan. <p style="text-align: center;">< 48 points (50%)</p>	<input type="checkbox"/> Intervention plan did not follow APA (6 th edition) format. <input type="checkbox"/> More than 7 errors in grammar and spelling were made throughout the lesson plan. <input type="checkbox"/> Writing lacked organization. <input type="checkbox"/> Writing was difficult to follow and understand. <input type="checkbox"/> Writing was tangential throughout lesson plan. <p style="text-align: center;">< 7 points (10%)</p>