

Sul Ross State University

Rio Grande College

EDUC 4315 Reading Diagnosis and Remediation

Instructor: Joy Watkins
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Course Description:

This course serves to prepare teachers and pre-service teachers to effectively utilize evidence-based literacy assessment and instructional strategies in their classrooms. Pre-service teachers will learn literacy assessment tools and techniques to identify students' strengths and needs. The course will also cover strategies to plan for effective intervention that enhance student literacy development. Students will demonstrate assessment, instruction, and intervention related to early literacy, fluency, vocabulary instruction and comprehension. Diagnosis of specific learning needs related to reading will also be examined.

Materials:

Reutzel, D.R., & Cooter, R.B. Strategies for reading assessment and instruction: Helping every child to succeed. (5th ed.). Boston: Pearson Allyn Bacon.

Birdseye, T. (1996). Just call me stupid. New York: Penguin Putnam.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Additional Needed Supplies:

1. stopwatch (phone will work)
2. audio recorder (phone will work; it will be up to you to find the reliable app)
3. Binder and Dividers

Additional Materials Provided to Students:

University of Oregon (2020). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®). Eugene, OR: University of Oregon. Available: <https://dibels.uoregon.edu>

Texas Education Agency (TEA). (2014). Technical report TPRI (2010-2014 edition). Retrieved from <http://www.tpri.org/resources/documents/20102014TechnicalReport.pdf>.

Montroy, J. J., Zucker, T. A., Assel, M. M., Landry, S. H., Anthony, J. L., Williams, J. M., ... & Taylor, H. B. (2020). The Texas kindergarten entry assessment: Development, psychometrics, and scale-up of a comprehensive screener. *Early Education and Development*, 1-38.

Student Learning Outcomes:

SLO 1—Students will observe and identify range of individual developmental differences that characterize student in early childhood through grade 6.

SLO 2—Students will identify assessments to analyze children’s strength and needs for planning instruction.

SLO 3—Students will identify and select pertinent materials and resources including technological resources to enhance students learning and engagement in the planning process.

Marketable Skills: All students completing the SRSU-RGC Interdisciplinary Studies program will attain the following marketable skills:

1. Students will understand human growth and development and can recognize the influence of diverse social-cultural factors in that development.
2. Student will demonstrate use of multiple methods and strategies to achieve a goal.
3. Students will demonstrate the effective use of technology in educational practices.

Educator Standards: Students need to have a full copy of the Science of Teaching Reading Standards in a binder. The following domains and competencies will be covered in this class.

STR Standards and Competencies:

- **Domain 1:** Comp. 1 (001.A, 001.B, 001.C, 001.D, 001.E, 001.F, 001.G, 001H, 001.I, 001.J, 001.K, 001.L, 001.M, 001.N, 001O, 001.Q); Comp. 2 (002.A, 002.B, 002.C, 002.E, 002.F, 002.G, 002.H, 002.I, 002.J, 002.K)
- **Domain 2:** Comp. 3 (003.A, 003.B); Comp. 6 (006A, 006B)
- **Domain 3:** Comp 11 (011A, 011 B); Comp. 12 (012B)
- **Domain 4:** Comp. 13 (013A, 013B, 013C, 013D, 013.E)

Course Format:

- This is a web-delivered 16-week course that will be delivered synchronously via Zoom. Remote learning is a different kind of experience from the traditional face-to-face course. **Although online courses and remote learning are convenient, you will shoulder a greater responsibility for personal learning than you might in a face-to-face course.** Online learning will encompass weekly video class meetings that are necessary for content coverage. Candidates should plan to attend all synchronous video class discussions.
- A variety of approaches will be included in the online course delivery that includes online discussions, small collaborative group work, student presentations, lecture, and gathering assessment data. Your ability to devote a minimum of 6-8 hours per week to your course work is critical to your success. **Assignments will not be accepted after the due date.**
- Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead.
- This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and planning to stakeholders. This is an upper level college course and requires all writing to conform to standard English structure. Assignments are dependent upon the conventions of writing as well as content. It is advised that candidates use Smarthinking for written assignments. It is also advisable to consult the writing center or other resources for proofreading and editing.

- **Submit professional quality work.** Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

RULE §228.30 Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development;
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of students;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten*

Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

- (1) oral language development;
- (2) print awareness;
- (3) phonological and phonemic awareness;
- (4) phonics;
- (5) fluency;
- (6) vocabulary development;
- (7) comprehension of literary text;
- (8) comprehension of informational text; and
- (9) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

- (1) implementing both formal and informal methods of measuring student progress in early reading development.
- (2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
- (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Assignment Descriptions

Learning Goals Assignment (30 Points) and Personal Reflection (50)

Using the Science of Reading (STR) standards, identify personal learning goals and objectives in a written 400-word assignment. Ensure that learning goals and objectives (evidence) are measurable. At the end of the course, candidates will write a 500-word personal reflection about learning growth and outcomes throughout the course.

Class Introduction Discussion Assignment: (20 Points)

Get to know your classmates! Each candidate will introduce themselves in a Discussion Board post. In your introduction discussion post, please tell us the following: your background and any

experience with schools, goals for the semester, fun fact and a picture of you or an avatar that represents you. Once you posted your introduction, read through all the posts of your fellow colleagues, find someone you have something in common with and find someone who intrigues you and reply to both their original posts explaining what you have in common and why you are intrigued.

Just Call Me Stupid Reflection Essay (100 Points)

Candidates will reflect on Tom Birdseye's (1996) book Just Call Me Stupid. The main character Patrick Lowe is a fifth grade student who cannot read. At this stage in life, the inability to read becomes an emotional burden. In your role as a teacher, you will have the opportunity to work with students like Patrick. Discuss and think about the following questions. What message does this story send to a future educator? What would you do to help Patrick learn to read and further his literacy development? How would you respond to Patrick's additional needs? Be specific. Quote the book to support viewpoints following APA format. Include specific strategies and comments on specific ways to assess and respond to Patrick's needs.

Discussion Board and Peer Review Assignments: (100 points)

Modules will include discussion board opportunities centered on research-based approaches to understand foundational concepts, principles, and best practices related to reading assessments. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be between 300-500 words. Your task is not to "recall" information read in the text; rather, you will be applying what you read and responding to a teaching scenario. A portion of your credit will be credited for your post and another portion will be for responding to one of your classmates. In writing your response, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written. You will not be credit for simply agreeing with someone or telling them how much you like what they wrote. Look critically for the opportunity to share your own knowledge and fill in misunderstandings.

Texas Kindergarten Entry Assessment (150 Points)

Candidates will complete training, practice and deliver a 10-15 minute literacy subset of the Texas Kindergarten Entry Assessment BOY. Assessment results will be analyzed, and candidates will create a 2-3 page formal case study report to include outcomes of assessment, identification of strengths, and possible research-based intervention approaches. Case studies should be crafted with the intent to be communicated and shared with parents and stakeholders. Refer to the STR open-construct rubric for scoring guidelines. <https://cliengage.org/public/>

TPRI Student Analysis Activity (100 Points) ~ Refer to Domain IV, Competency 13 Exemplar

After reviewing the exemplar model, candidates will receive a data set representing a kindergarten or 1st grade student's TPRI results. Each candidate will present a 500- 600-word academic report analyzing the student's strengths, weaknesses, and research-based intervention

approaches. Candidates must support with evidence from the TPRI. Refer to the STR open-construct rubric for scoring guidelines. <https://www.tpri.org>

DIBELS Assessment Activity (150 Points)

Candidates will complete training, practice, and administer the DIBELS assessment activity to a 2-5th grade struggling reader. A formal 500-600 word academic report analyzing strengths, weaknesses, and research-based intervention approaches. As with the previous reporting of data, results should be written with the intent to be communicated with families and stakeholders. <https://dibels.uoregon.edu/>

Fluency Lesson Plan and Presentation (100 Points) -

After reviewing the exemplar model, candidates will develop a lesson plan for fluency intervention. Ensure that the intervention lesson plan encompasses learning objectives, formative and summative assessments, materials, and follows the provided lesson plan template.

Candidates will present their lesson plan to the class via Zoom. Grade will include content of the lesson plan and presentation skills.**Refer to Domain 1, Competency 2 Exemplar*

Midterm Exam (100 points)

Final Exam (100 points)

Grading Scale:

A= 900-1000 POINTS – Exceeds Expectation/highest level

B= 800- 899 POINTS – Proficient/proficient level

C= 700- 799 POINTS – Acceptable/average level

D= 600- 699 POINTS – Emerging/inadequate level

F= less than 600 POINTS – Unacceptable

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Formal writing should follow APA style. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
3. All assignments are due by 10:00 pm CST.
4. There are no optional assignments in this course. All assignments must be completed in order to pass this class.
5. **PLEASE NOTE THAT DISCUSSION BOARD POST and PEER REVIEWS CANNOT BE COMPLETED AFTER THE END DATE.** Complete your work in a timely manner. Do not wait until a few hours before an assignment is due to submit your work, especially when your classmates are relying on your submission to complete their peer review.

6. Candidates who fail to participate in Discussion Boards, attend synchronous video class sessions, or complete any assignment may not pass this course.

Distance Education Statement: Candidates enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Candidates should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Candidates enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Candidates in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Americans with Disabilities Act: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Candidates seeking accessibility services must contact Student Services. The following information is the ADA contact person at SRSU:

Rebecca Wren Accessibility Services Coordinator Counseling & Accessibility Services Ferguson Hall, Rm #112 P.O. Box C-122 Alpine, TX. 79832

Course Calendar (Schedule of course assignments are subject to change.)

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| <p>Module 1: Introduction to Literacy Assessment</p> <p>Due: August 30</p> | <ul style="list-style-type: none"> • Welcome & Review Syllabus • Participate in Zoom Class, Monday Aug 24/26 @ 9:30 • View Video on Types of Literacy Assessment • Review STR Standards and Competencies • Create Binder for standards, resources, and developed activities • Reutzel & Cooter text Chapter 1 • Begin reading Birdseye’s <i>Just Call Me Stupid</i>. • Learning Goals Assignments and Introduction due Aug 30 |
| <p>Module 2: Purpose and Types of Literacy Assessments</p> <p>Due: Sept. 6</p> | <ul style="list-style-type: none"> • Read Reutzel & Cooter Chapter 2 • Read Types of Literacy Assessment by Munger • View Videos Authentic Assessment and Assessing Reading Skills • Participate in Zoom Class, Monday Aug 31/Sept 2 @ 9:30 (Review of Foundational Skills of Literacy Development and Types of Assessment Lecture). • Continue reading Birdseye’s <i>Just Call Me Stupid</i>. • Discussion Board 1: Types and Examples of Literacy Assessments, Due Sept. 3, Peer Reviews Sept. 6. |
| <p>Module 3: Early Literacy (Oral Language, Alphabetic Knowledge, Phonological and Phonemic Awareness)</p> | <ul style="list-style-type: none"> • Read Reutzel & Cooter Chapter 3-4 • View Videos on Alphabetic Principal and Letter Recognition • Participate in Zoom Class, Wednesday Sept 9/ Monday Sept 14/16@ 9:30. (Early Literacy Introduction, Oral |

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| <p>Sept. 20</p> | <p>Language, Alphabetic Knowledge, Phonemic Awareness, Overview of Texas Kindergarten Entry Assessment and Early Literacy Lecture).</p> <ul style="list-style-type: none"> • Continue reading Birdseye's <i>Just Call Me Stupid</i>. • Texas Kindergarten Entry Assessment Account Set Up and Complete Training Materials. • Discussion Board 2: Alphabetic Principal and Phonological Awareness, Due: Sept. 17, Peer Review Sept. 20. |
| <p>Module 4: Struggling Readers</p> <p>Due: Sept. 27</p> | <ul style="list-style-type: none"> • Read and Review Dyslexia Handbook • Participate and Complete Texas Gateway ELPS • ELPS Introduction <ul style="list-style-type: none"> ▫ https://www.texasgateway.org/resource/elps-introduction • ELPS Instructional Tools <ul style="list-style-type: none"> ▫ https://www.texasgateway.org/resource/elps-instructional-tool <ul style="list-style-type: none"> • Participate in Zoom class Sept 21/23 @ 9:30 • Turn in <i>Just Call Me Stupid</i> Essay Assignment |
| <p>Module 5: Early Literacy Assessment Administration and Reporting</p> <p>Due: Oct. 4</p> | <ul style="list-style-type: none"> • Participate in Zoom Class, Monday Sept 28/30 • Discussion Board 3: <i>Just Call Me Stupid</i> Due Oct 1 Peer Review Oct 4 • Texas Kindergarten Entry Assessment Report Due Oct 4 |
| <p>Module 6: Phoneme Blending/Segmentation</p> <p>Due: Oct. 18</p> | <ul style="list-style-type: none"> • Read Reutzel & Cooter Chapters 5 • Participate in Zoom Class, Monday Oct 5/7 (Phonemic Awareness, Phonological Knowledge, Orthographic Knowledge, and Morphology Lecture) • Midterm Exam Oct 12 (Zoom) @ 9:30 • TPRI Student Analysis Due Oct 18 |
| <p>Module 7: Reading Fluency and Structured Analysis</p> <p>Due: Oct. 25</p> | <ul style="list-style-type: none"> • Read Reutzel & Cooter Chapters 6-7 • Participate in Zoom Class, Monday Oct 19/21@ 9:30 (Assessing Reading Fluency, Reading Levels, Best Practices, Vocabularies, Informal Reading Inventories Introduction, DIBELS Introduction). • Review and Practice DIBELS Assessment • Discussion Board 4: Vocabulary and Reading Fluency, Due: Oct 22, Peer Review Oct 25 |
| <p>Module 8: Reading Comprehension</p> <p>Due: Nov 1</p> | <ul style="list-style-type: none"> • Read Reutzel & Cooter Chapters 8-9 • Participate in Zoom Class Monday Oct 26/28 @ 9:30 (Comprehension of Narrative and Informational Text) • Discussion Board 5: Reading Comprehension Due: Oct 29, Peer Review Nov 1 |

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| Module 9: Informal Reading Inventory | <ul style="list-style-type: none"> • Participate in Zoom Class, Monday Nov 2/4 and 9/11 • DIBELS Assessment Activity Due Nov 14 • Fluency Lesson Plan Due Nov 14 |
| Due: Nov. 14 | |
| Module 10: Foundations of Reading Assessment Reflection | <ul style="list-style-type: none"> • Read Reutzel & Cooter Chapter 10 • Final Reflection Due Nov 22 |
| Due: November 22 | |
| Final Exam | <ul style="list-style-type: none"> • Exam Nov 30 (Zoom) @ 9:30 |

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

University of Oregon (2020). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®). Eugene, OR: University of Oregon. Available: <https://dibels.uoregon.edu>

Texas Education Agency (TEA). (2014). Technical report TPRI (2010-2014 edition). Retrieved from <http://www.tpri.org/resources/documents /20102014TechnicalReport.pdf>.

Montroy, J. J., Zucker, T. A., Assel, M. M., Landry, S. H., Anthony, J. L., Williams, J. M., ... & Taylor, H. B. (2020). The Texas kindergarten entry assessment: Development, psychometrics, and scale-up of a comprehensive screener. *Early Education and Development*, 1-38.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The reading teacher*, 61(5), 364-373.

Bear, D., Invernizzi, M., Templeton, S., Johnston, F. (2012). *Words Their Way. FIFTH EDITION*. Upper Saddle River, NJ: Pearson – Prentice Hall.

Christie, J. F., Enz, B. J., Vukelich, C., & Roskos, K. A. (2014). *Teaching language and literacy: Preschool through the elementary grades*. Boston: Pearson.

Jones, J. S., Conradi, K., & Amendum, S. J. (2016). Matching interventions to reading needs: A case for differentiation. *The Reading Teacher*, 70(3), 307-316.

National Reading Panel (2000) Report of the national reading panel: teaching children to read. Bethesda, MD: National Institute for Child Health and Development.

Scharlach, T. D. (2008). START comprehending: students and teachers actively reading text. *The Reading Teacher*, 62(1), 20-31.

Munger, K. A. (2016). *5. Types of Literacy Assessment: Principles, Procedures, and Applications. Steps to Success: Crossing the Bridge Between Literacy Research and Practice*.

Lupo, S. M., Berry, A., Thacker, E., Sawyer, A., & Merritt, J. (2020). Rethinking Text Sets to Support Knowledge Building and Interdisciplinary Learning. *The Reading Teacher*, 73(4), 513-524.