ED 4315 Reading Diagnosis and Remediation

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ED 4315 Reading Diagnosis and Remediation (3-0). Assessment, diagnostic, and remediation techniques to use in the classroom to determine how to best assist Candidates with reading and identify reading problems. ED/EDUC 4308 and ED/EDUC 3308

Materials:


Supplies:

1. stop watch (phone will work)
2. audio recorder (phone will work; it will be up to you to find the reliable app)
3. Binder and Dividers
4. 3X5 index cards/ Black Sharpie

Additional Materials Provided to Students:


Student Learning Outcomes:

SLO 1- Candidates will observe and identify the range of individual developmental differences that characterize Candidates in early childhood through grade 8.
SLO - 2 Candidates will identify instructional strategies to analyze children's strengths and needs for planning instruction.

SLO - 3 Candidates will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process. intervention practices to promote reading comprehension of literacy and informational texts.

Alpine Marketable Skills:

1. Candidates will acquire public speaking skills to a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.

STR Standards and Competencies:

- **Domain 2**: Comp. 3 (003.A, 003.B); Comp. 6 (006A, 006B)
- **Domain 3**: Comp 11 (011A, 011 B); Comp. 12 (012B)

Course Format:

- This is an online course 16-week course. Online learning is a very different kind of experience from the traditional face-to-face course. **Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.** Online learning will encompass weekly video class meetings that will be recorded in Blackboard Collaborate following the class schedule provided in this syllabus. Candidates should plan to attend synchronous video class discussions.
- A variety of approaches will be included in the online course delivery that includes online discussions, small collaborative group work presentations delivered via Blackboard Collaborate, student presentations provided via Blackboard Collaborate, lecture, gathering assessment data, and observation. Your ability to devote a minimum of 6-8 hours per week to your course work is point one. **Assignments will not be accepted after the due date. A grade of "Incomplete" will not be given for this course.**
- 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 will help you avoid the penalty for late work because there are always unforeseen events that arise.
- This course is writing intensive to prepare Candidates to administer, analyze, plan and communicate assessment outcomes and planning to stakeholders. It is advised that Candidates use Smarthinking for written assignments.
- Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.
10 Hour Field Experience Requirements PRIOR to Observations:

- **DPS Computerized Criminal History (CCH) Verification**

Prior to beginning your 10-hour Field Experience Observations in the Public Schools, you are required to have a computerized criminal history background check. Please complete a DPS form in class and return it to me or deliver it Ms. Marsha Roach at the AISD Administration Offices, 704 W. Sul Ross Avenue.

- **VIPS Program Application**

Prior to beginning your 10-hour Field Experience Observations in the Public Schools, you are required to complete an Alpine ISD VIPS Program Application. In the Volunteer Opportunities section, check "Other: SRSU Classes - Observation." Please complete the VIPS form and return it to me. You can access and print the form under the Course Forms link.

If you are a Midland College (MC) student, you will need to make contact with a school administrator. You are to provide me with written approval. The written approval can be in the form of an email or mailed letter. No phone calls. I need a hard copy that documents/authorizes you to be on an ISD campus.

To do list if you are a Midland College or Distance Learning student:

1. Email and make contact with an ISD Principal/Teachers. Google: an ISD in your geographic region if need be. Find the ISD Elementary faculty contact and or webpages. You will need to find “three student volunteers” to conduct assessments. FYI: Some assessments require you to assess a kindergarten student. FYI: Some assessments require you to assess a 1st grade student. FYI: Some assessments require you to assess a 3rd or 4th grade student. FYI: Read your syllabus thoroughly to know what to do…

2. Once you have made contact and your teacher volunteer(s) have provided a student volunteer from their classroom, YOU MUST GET PARENT PERMISSION. You can access this form through Blackboard under “Course Forms”.

3. BEFORE you can ENTER the school campus you must provide me with the administrator’s written consent (email or letter) that you have permission to be on their campus (MC students).

**Texas Administrative Code**

**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.


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 (25 Points) and Personal Reflection (25)
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) is measured. At the end of the course, Candidates will write a 500 word personal reflection reflecting on learning growth and outcomes.

5 Discussion Board and Peer Review Assignments: (20 Points Each)

Modules 2-10 will include a weekly discussion board centered on a research-based approaches to understand foundational concepts, principles, and best practices related to reading assessments. Discussion post assignments require Candidates to share a 500 word reflection that is grounded in literature from Module Readings, an intervention activity related to the module topic that includes a formative and summative assessment activity, and a 250-300 word peer review.

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 profession as a teacher, Candidates 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? (Level header 2) What would you do to help Patrick learn to read/literacy? (Level header 2) How would you respond to Patrick’s other needs? (Level header 2). Be specific. Quote the book to support viewpoints following APA format. Include specific strategies and commenting on specific ways to assess and respond to Patrick’s needs. Throughout the course, you will be required to conduct research on how to use assessment to assist intervention approaches to meet STR (Science of Reading) standards and objectives.

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 during field experiences. Assessment results will be analyzed, and Candidates will create a formal 2-3 page formal case study report to include outcomes of assessment, identification of strengths, and possible research-based intervention approaches. Case studies will 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 (50 Points) ~ Refer to Domain IV, Competency 13 Exemplar

Candidates will work with an elementary mentor teacher to analyze TPRI data and present a 500- 600-word academic report analyzing a kindergarten or 1st grade 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. Final reports will be communicated to stakeholders.

https://dibels.uoregon.edu/

**Fluency Lesson Plan and Presentation (50 Points) - Refer to Domain 1, Competency 2 Exemplar**

Referring to Module readings and activities, develop a lesson plan for a fluency intervention. Ensure that the intervention lesson plan encompasses learning objectives, formative and summative assessments, materials, and follows the SRSU lesson plan template. Candidates will present their lesson plan to the class via Blackboard Collaborate prior to implementing the lesson plan in field experiences.

**Field Experience Hours (100 Points)**

Candidates will be required to complete 10 hours of field experiences and turn in signed documentation over the course of the semester.

**MidTerm: Midterm (100 Points)**

**Final Exam: 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. Late assignments will lose 20% of possible points for each day it is late.
3. 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.

4. There are no I’s (incompletes) for this class.

5. After 11:45 pm CST on the date for any assignment due is considered late and will result in a lowered grade for that assignment.

6. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a “0”, the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.) PLEASE NOTE THAT DISCUSSION BOARDS CANNOT BE COMPLETED AFTER THE END DATE; THEREFORE, MISSING A DB WILL RESULT IN YOUR FAILURE IN THE CLASS BECAUSE THERE ARE NO OPTIONAL ASSIGNMENTS.

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

**SRSU Distance Education Statement.** Students 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. Students 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. Students 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. Students 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.

**Technical Support**

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within Blackboard
- Clicking the Support Desk graphic on the course homepage

**Zoom Guidelines:** Please refer and follow Distance Learning/Zoom Guidelines provided in the blackboard course as a participation requirement in this class.

**SRSU Library Services.** The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website,
library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srslibrary@sulross.edu), or phone (432-837-8123).

**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. Students seeking accessibility services must contact Student Services. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

And don’t forget, SRSU offers personal counseling services for students, faculty and staff.

**SRSU Safety Pledge - One University/One Community**

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.

- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.

- I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.

- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

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**ACADEMIC INTEGRITY:** Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are
all examples of academic dishonesty. It is your responsibility to read and understand the university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: https://www.sulross.edu/page/2454/student-handbook (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

**Course Calendar**

| Module 1: Introduction to Literacy Assessment | View Welcome Video and Review Syllabus  
| Due: Sept. 1 | Class Introduction Video Discussion Assignment  
| | View Authentic Assessment and Assessing Reading Introduction Videos  
| | Review STR Standards and Competencies  
| | Learning Goals Assignments  
| | Read Reutzel & Cooter Chapter 1 Strategic Reading Instruction  
| | Begin Reading Birdeye’s (1996) Don’t Call Me Stupid. |

| Module 2: Purpose and Types of Literacy Assessments | View Video on Types of Literacy Assessments  
| Due: Sept. 10 | Read Reutzel & Cooter Chapter 2, Response to Intervention  
| | Participate in Blackboard Collaborate Class, Thurs. Sept. 3rd @ 7-8:15 pm CST. (Review of Foundational Skills of Literacy Development and Types of Assessment Lecture). This will be recorded. Strongly advised Candidates attend.  
| | Discussion Assignment: Types and Examples of Literacy SReutzel & Cooter Chapters 1-2, Due Sept. 10, Peer Reviews Sept. 13.  
| | Continue Reading Birdeye’s (1996) Don’t Call Me Stupid.  
| | Application Experience: Turn in Letter of Introduction |

| Module 3: Early Literacy (Oral Language, Alphabetic Knowledge, Phonological and Phonemic Awareness) | Participate in Blackboard Collaborate Class, Thurs. Sept. 10 @ 7-8:15 pm CST. (Early Literacy Introduction, Oral Language, Alphabetic Knowledge, Phonemic Awareness, Overview of Texas Kindergarten Entry Assessment and Early Literacy Lecture).  
| Sept. 17 | Reutzel & Cooter Chapter 3 -4  
| | Discussion Board: RIL Alphabetic Principal and Phonological Awareness, Due: Sept. 17, Peer Review Sept. 19.  
| | Texas Kindergarten Entry Assessment Account Set Up and Complete Training Materials.  
| | Begin Don’t Call Me Stupid Essay Assignment  
| | Field Experience: Turn in Get to Know You Activities for Kinder |

| Module 4: Struggling Readers | Read and Review Dyslexia Handbook  
| | Turn in Don’t Call Me Stupid Essay Assignment |
| Due: Sept. 24 | • Participate and Complete Texas Gateway ELPS  
• ELPS Introduction, [https://www.texasgateway.org/resource/elps-introduction](https://www.texasgateway.org/resource/elps-introduction)  
• ELPS Instructional Tool [https://www.texasgateway.org/resource/elps-instructional-tool](https://www.texasgateway.org/resource/elps-instructional-tool) |
| --- | --- |
| Module 5: Early Literacy Assessment Administration and Reporting | • Discussion Board: Reflection on Don’t Call Me Stupid and Peer Review, Due. Oct. 5, Peer Review, Oct. 7  
• Application Experience Schedule and Administer Day 2 Texas Kindergarten Entry Assessment  
• Texas Kindergarten Entry Assessment Report |
| Due: Oct. 6 |  
Module 6: Phoneme Blending/Segmentation | • Participate in Blackboard Collaborate Class, Thurs. Oct. 8 @ 7-8:15 pm CST (Phonemic Awareness, Phonological Knowledge, Orthographic Knowledge, and Morphology Lecture)  
• Reutzel & Cooter Chapter 5  
• Review of Words Their Way Spelling Inventory and Intervention Resources  
• MidTerm  
• TPRI Student Analysis Activity |
| Due: Oct. 20 |  
• Reutzel & Cooter Chapter 6-7  
• Discussion Board: RIL Vocabulary and Reading Fluency  
• Review and Practice DIBELS Assessment |
| Due: Oct. 28 |  
Module 8: Reading Comprehension | • Participate in Blackboard Collaborate Class, Reading Comp. Assessment on Oct. 30 from 7-8:15  
• Reutzel & Cooter Chapter 8-9  
• Discussion Board: Informational Text and Reading Comprehension |
| Due: Nov. 3 |  
Module 9: Informal Reading Inventory | • DIBELS Assessment Activity  
• Fluency Lesson Plan |
| Due: Nov. 10 | Application Experience: Administer DIBLES and Fluency Assessment Lesson Plan |
| Module 10: Foundations of Reading Assessment Reflection | • Reutzel & Cooter Chapter 10  
• Final Reflection  
• Final Exam |
| Due: November 24 |  

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


