Instructor: Jennifer Miller, Ph.D.
M.Ed. Reading Specialist Program Coordinator
Office: MAB 309 C
Office Phone: 432-837-8013
Cell Phone: 254.485.0758
Fax: 432-837-8390
Email: jennifer.miller@sulross.edu

Office Hours: Virtual Office Used For Hours
Tue 9-2 pm
Wed. 12-5 pm CST & by appointment 432-837-8013

Design Consultant & Tech TA: Sandy Bogus, MS
Office: ACR 207
Office Phone: 432-837-8523
Email: sbogus@sulross.edu
Office Hours: Tues. 10-2 pm and Wed.

Connect with me on Twitter~ @drmillerray

Course Description

This course is designed to identify and address the symptoms and causes of reading difficulties and disabilities. Methods of assessment and diagnosis will be addressed through course readings and discussions, and will be applied in field opportunities. Intervention and remediation techniques will also be addressed throughout the course. Assessment techniques which can be applied in the classroom with individual students or groups of students will be examined.

Marketable Skills:

**Communication:** Students will communicate to all stakeholders using a variety of mediums to include academic writing, visually, and orally.

Critical Thinking: Students will analyze various strands of discrete data to support planning and decisions.
**Digital Technology:** Students will understand and be able to apply and integrate technology in multiple professional settings.

**Collaboration:** Students will engage in various digital mediums to facilitate collaborative workflows.

**Creativity:** Students will be able apply innovative approaches and problem solving techniques to apply creative solutions to improve academic performance.

---

**Performance Standards, Goals, and Learning Objectives**

**Program Learning Outcomes**

The graduating reading specialist student will demonstrate that she/he can

- Apply knowledge of the theoretical foundations of literacy to the include all components of reading.
- Implement, interpret, create and apply literacy assessments appropriate to the levels of early childhood through grade 12
- Identify and develop an instructional plan to meet the needs of individual students, influencing their literacy development and second language acquisition to promote literacy and apply knowledge to assist the struggling reader, including English language learners, dyslexia, and exceptional students.
- Design, plan, implement, collaborate, and communicate with professional stakeholders research-based literacy curriculum approaches to address the needs of all students.

**Course Student Learning Outcomes**

Through the activities of this course, students will develop an understanding of the following:

- Demonstrate that he or she can apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12.
- Interpret, create, and give literacy assessments appropriate to the level of early childhood through grade 12.
- Demonstrate the ability to communicate assessment results with all stakeholders.
- Identify characteristics of dyslexia and other reading disabilities.
- Address reading disabilities to include dyslexia through a targeted intervention plan that encompasses research-based strategies and resources.

Information regarding professional student services certificates to include Educational Diagnostician, School Counselor, Master Teacher Certificate and Reading Specialist Certificate can be found at [http://ritter.tea.state.tx.us/sbcrules/tac/chapter239/index.html](http://ritter.tea.state.tx.us/sbcrules/tac/chapter239/index.html)

**Reading Specialist Standards**
• **Standard 1: Components of Reading:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

• **Standard 2: Assessment and Instruction:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

• **Standard 3: Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

• **Standard 4: Professional Knowledge and Leadership:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

Competencies: 1.1k, 1.2k, 1.3k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.4k, 1.5k, 1.6s, 1.7s, 1.8s, 1.9s 1.6k, 1.7k, 1.10s, 1.18k, 1.9k, 1.10k, 1.11k, 1.11s, 1.12s, 1.13s, 1.14s, 1.12k, 1.13k, 1.14k, 1.14k, 1.15k, 1.15s, 1.16s, 1.17s, 1.18s, 1.16k, 1.17k, 1.18k, 1.19s, 1.20s, 1.21s, 1.22s, 1.19k, 1.20k, 1.21k, 1.22k, 1.22k, 1.23k, 1.24s, 1.25k, 1.23s, 1.24s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 1.26k, 1.27k, 1.28k, 1.29k, 1.30s, 1.31s, 1.33s, 1.29k, 1.30k, 1.31k, 1.32k, 1.32k, 1.33k, 1.34k, 1.35k, 1.36k, 1.37k, 1.38k, 1.39k, 1.34s, 1.35s, 1.36s, 1.37s, 1.38s, 1.39s, 1.40s, 1.41s, 1.42s, 1.43s, 1.44s, 1.45s, 1.46s, 1.47s, 1.48s, 1.49s, 1.50s, 1.51s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.9k, 2.10s, 2.11k, 2.1s, 2.2s, 2.3s, 2.4s, 2.7s, 2.12k, 2.13k, 2.14k, 2.15k, 2.16k, 2.17k, 2.18k, 2.19k, 2.20k, 2.9s, 2.10s, 2.11s, 2.12s, 2.13s, 2.14s, 2.15s, 2.16s, 3.1k, 3.1s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.2s, 3.3s, 3.5s, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 4.2k, 4.1s, 4.7k, 4.8k, 4.2s, 4.3s, 4.6s, 4.9k, 4.10k, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s, 4.11s, 4.12s, 4.11k, 4.12k, 4.13s, 4.15s, 4.16s, 4.17s, 4.18s.

**Diagnostician Standards**

**Standard II.** The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

**Standard III.** The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

**Standard IV.** The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

**Standard VI.** The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.
Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

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.

Materials

Required Text


Required Software

This software is required ONLY for Texas Reading Specialists Candidates and Students Seeking Reading Specialist Certification in Texas. If you haven’t done so already, when you are within a semester months of completing your degree, purchase the Certify Teacher software to help you prepare for the TExES Reading Specialist 151 exam. (certifyteacher.com>Products>TExES Certification>Enter test number 151 in the Search window.) Purchase the Online version for $55. Access the Certify Teacher site with your SRSU email address. When prompted about the six-hour requirement, click ACCEPT. Six hours is the minimum time required by TEA for TExES preparation.

DO NOT USE THE PRACTICE TEST MODE AT THIS TIME! Use only Study Mode and Flash Cards. During ED 6314 Diagnosis & Correction of Reading Disabilities you will be required to work in Study Mode and Flash Cards for no less than six hours (TEA minimum requirement). Once you complete six or more hours you will be required to take the Practice Test that is included in the software. You will have the test results sent to our Certification Coordinator. You may attempt the test only ONCE during ED 6314. If you achieve 260 points on the Practice Test, you will receive a recommendation from SRSU to take the Reading Specialist TExES 151 exam at the next opportunity. Upon achieving 240 on the TExES 151 you will have completed this step in the certification process.
If you do not achieve 260 points on the Practice Test during ED 6314, you will have another opportunity to take it during ED 7312.

REMEMBER work only in Study Mode and Flashcards in order to assure that the scores you make on the Practice Test during your ED 7312 course will be valid.

Assignments and Grades

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Collaboration Board:</td>
<td>200</td>
</tr>
<tr>
<td>The purpose of the professional collaboration board assignments is to assist you in developing digital literacy skill sets to advocate as a literacy leader. In your role as a Reading Specialist, literacy coach, or teacher, you will share with your colleagues the theories and strategies you applied and used in your classroom with your own students. Experience as they say, is the best teacher. Our purpose is to learn the most effective ways of helping the students demonstrate an understanding of knowledge in the content area. Your response on the collaboration board must be written with academic language including insightful questions. Use APA formatting to cite your evidence to peers.</td>
<td></td>
</tr>
<tr>
<td>Connections/Goals:</td>
<td>20</td>
</tr>
<tr>
<td>The purpose of this assignment is to give you an opportunity to activate your prior knowledge and apply it to your upcoming experiences in this course. Use the form in the Week 1 Folder (Connections, Expectations, etc.) for this assignment. See &quot;Writing Goals &amp; Objectives&quot; in the Main Menu for a SMART mnemonic. A goal is a broad, clear statement of an outcome you plan to achieve during the semester. An objective is a specific, clear and measurable statement that identifies one step leading to the achievement of the goal. Ideally, if all the objectives are met, the goals automatically will have been attained. The goal(s) should relate to the Reading Specialist Standards and Competencies specific to this course. (See Texas Administrative Code on previous pages.)</td>
<td></td>
</tr>
</tbody>
</table>
• After formulating the goal(s), develop two or more objectives for each goal. These objectives should be specific, clear, and measurable.

**Dyslexia Resource:** Using information from Texas Gateway Dyslexia Identification Academy and Shaywitz (2008), develop a dyslexia professional development resource for teachers to assist with the following.

- Identifying the characteristics of dyslexia and other learning disabilities.
- Developing an understanding of accommodations versus modifications.
- Strategies and resources to assist with dyslexia students in the classroom.

**Dyslexia Presentation of Media:** Sharing dyslexia resource with peers in a synchronous presentation.

**Texas Middle School Fluency Assessment** Complete the Texas Gateway Middle School Fluency course and earn an administration certificate.

- Diagnostic and Progress Monitoring Data
- Administering TMSFA
- Diagnostic and Progress Monitoring TMSFA Results

**Informal Reading Inventory Assignment:** Administer the Bader IRI to a struggling elementary reader that is a grade or more below reading level. Write up the results and provide suggested activities for intervention.

**Secondary Intervention Lesson Plan:** Administer the TMSFA to a struggling secondary ELL reader. Using the information from Gilllet, Temple, Temple, & Crawford (2017), create an intervention lesson plan.
**Audit Module** The purpose of this assignment is to give you an opportunity to draw some conclusions about the professional growth you’ve experienced during this eight-week period. Begin by re-reading in chronological order the reflections and responses you have written during the semester. Also, re-read the responses your classmates and I have made to your reflections. Try to step back and put some distance between yourself and what you’ve written. Imagine that these reflections and responses were written by a different you at a different time. Attempt to analyze and self-evaluate your ideas.

As part of the Audit, revisit the goals and objectives you set for yourself at the beginning of the semester and describe your success toward attaining these goals and objectives. If a particular goal was not met to your satisfaction, explain the reason and describe steps you could take in the future to meet the goal. Address the following questions.

1. What goals did I not meet?
2. How can I improve my depth of knowledge? Provide examples and evidence of this.
3. How can I apply my knowledge professionally?

Your audit should be approximately two pages, double-spaced.

Before you begin writing your Audit, review the Audit Rubric that I will use as a grading tool to get an idea of what I consider important.

**Case Study:** Create and write a secondary case study on a secondary struggling reader. Using the format provided, the proposal should include the following.

1. Background or shortened literature review.
2. Hypothesis that is measured by the TMSFA.
3. Intervention Lesson Plan
4. Results of Intervention Plan as measured by TMSFA
5. Discussion

**E-Portfolio** Please see Portfolio Instructions in the Main Menu for step-by-step instructions for submitting your Portfolio. Portfolio requirements for this course are:
The grading policy for this course is as follows:

- A = 725-800
- B = 650-724
- C = 500-649
- F = Below 500

Assignments and the schedule are subject to change as necessary.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things.

Learning Environment & Grading Policy

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

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

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. Extra credit points are not available.
5. There are no I’s (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. 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.
8. Students who fail to participate in Discussion Board 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 (srsulibrary@ 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/accommodations 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.

**COPYRIGHT NOTICE:**

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright
in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission. ©2020

**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.

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


