Sul Ross State University

Department of Education
ED 6314 Diagnosis & Correction of Reading Difficulties
Fall 2021 Syllabus

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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/sbecrules/tac/chapter239/index.html](http://ritter.tea.state.tx.us/sbecrules/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, 1.15k, 1.15s, 1.16s, 1.17s, 1.18s, 1.16k, 1.17k, 1.18k, 1.19k, 1.20s, 1.21s, 1.22s, 1.19k, 1.20k, 1.21k, 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, 1.17k, 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


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>
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<tbody>
<tr>
<td>8 Discussion Boards and Peer Reviews</td>
<td>200</td>
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<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</td>
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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.

**Connections/Goals:** 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 "Writing Goals & Objectives" 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 Diagnostician or Reading Specialist Standards and Competencies specific to this course. (See Texas Administrative Code on previous pages.)
- 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 or parents 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.

**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.

1. Abstract
2. Background or shortened literature review.
3. Hypothesis that is measured by the Bader IRI
4. Intervention Lesson Plan (Include Texas Standards)
5. Conclusion

### Analysis of Literacy Assessments:
Select three assessments from both categories listed below:

1. Informal Reading, Writing, or Spelling Inventory.
2. Universal Screener used in Texas

Conduct a thorough review of each of assessments selected to include strengths and weaknesses of each assessment. Remember to cite literature to support the review. The review should be follow APA formatting guidelines.

### Learning Audit Assignment:
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.

The **grading policy** for this course is as follows:
A 90-100% (630 – 700 points) B 80-89% (560 – 629 points) C 70-79% (490 – 559 points) D 60-69% (420 – 489 points) F 0-59% (0- 419 points)

**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

**Microsoft TEAMS Guidelines:** Please refer and follow Distance Learning/TEAMS 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).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.
Americans with Disabilities Act:

**Alpine:** SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. 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.

**RGC Campuses:** SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

**Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

**Diversity Statement**

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."
**ACADEMIC INTEGRITY:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

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Grading: All assignments are due on the date posted. Late work WILL NOT be accepted!

This course syllabus is intended to be a guide and may be amended at any time.

**Assignments and the schedule are subject to change as necessary,**

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


