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| Course Name and Number: SPED3002 Teaching Reading and Writing to Students with Disabilities  Description: This course is designed to assist teacher candidates in the development of the knowledge, skills, and dispositions necessary to become successful literacy instructors for (K-12) students with disabilities.  Through course readings, activities, and required course assignments, teacher candidates will gain practical experiences that will prepare them to facilitate student learning.  Credit Hours: 3  Required or elective: 3 semester hours  Faculty members who teach the course: Pamela Williamson, Ph.D.  Prerequisites: Admission to the undergraduate cohort and a clear BCI and FBI check. Students must have completed phonics courses with a grade of *C* or higher.  Textbooks:  Bear, D.R., Invernizzi, M., Temptleton, S., & Johnston, F. (2008). Words their way: Word study for phonics, vocabulary, and spelling instruction (4th ed.). Upper Saddle River, NJ: Pearson. (Note: This book was required for phonics).  Jennings, J. H., Caldwell, J., Lerner, J. W. (2010). *Reading problems: Assessment and teaching strategies* (6th ed.). Boston: Allyn & Bacon. ISBN 978-0-13-700857-5  Leslie, L., Caldwell, J. (2010). *Qualitative Reading Inventory: 5*. Boston: Pearson Education. ISBN 978-0-13-701923-6  Articles posted on Blackboard  Other resource materials:  Materials needed include the following:   * Video recording device * Timing device for determining fluency * Printed copies of necessary QRI-5 scoring sheets (Note: these may be printed from the disc that accompanies the text, or they may be photocopied from the text) * Materials deemed necessary for tutoring   Learning Outcome/ Assessment  1.     Explain the reading process and the interrelationship between reading, writing, listening, and speaking.  Performance Assessment  2.   Develop various assessment and evaluation strategies related to language and literacy, which are appropriate for the development levels of the children and their individual needs.  Performance Assessment  3.   Explain how they accept and appreciate the cultural, ethnic, linguistic, and developmental diversity of children and youth with disabilities and their families related to language and literacy.  Performance Assessment  4.   Utilize strategies for teaching reading and writing that meet the needs of students’ individual differences.  Performance Assessment  5.   Utilize standards and guidelines provided by professional organizations including the International Reading Association, the Council for Exceptional Children, and the State of Ohio.  Performance Assessment  6.   Establish an environment to support the literacy development of children and youth with disabilities.  Performance Assessment  **Alignment with Transformation Initiative:**  In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.***  **Alignment with Conceptual Framework:**  Candidates of the University of Cincinnati are *committed, caring, competent educators*   * with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context. * with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline. * who successfully collaborate, demonstrate leadership, and engage in positive systems change. * who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity. * able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice. * able to use technology to support their practice. * who use assessment and research to inform their efforts and improve student outcomes. * who demonstrate pedagogical content knowledge, grounded in evidence- based practices, and maximizing the opportunity for learning, and professionalism. |
| **Alignment with Specialized Program Association:** |
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| |  |  | | --- | --- | | **Ohio Reading Mandate**  **2008 Modified Ohio/IRA Report Standards** | **CEC Standards (2001)** | | 1.4 The candidate uses phonics to teach students to use their knowledge of letter/sound correspondence to decode words. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  ICC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 2.1 The candidate recognized the importance of teaching the processes and skills of reading. | GC4S4 Use reading methods appropriate to individuals with disabilities. | | 2.2 The candidate understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity. | ICC3K4 Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.  ICC6K1 Effects of cultural and linguistic differences on growth and development.  ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. | | 2.3 The candidate demonstrates an understanding of reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation. | GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 2.4 The candidate demonstrates an understanding of the influence of development (physical, perceptual, emotional, social, cultural, environmental, and cognitive) and background experiences on what the reader brings to the reading/literacy situation. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  ICC2K1 Typical and atypical human growth and development.  ICC6K1 Effects of cultural and linguistic differences on growth and development.  GC7K4 Relationships among disabilities and reading instruction.  GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.  GC7S3 Plan and implement age and ability appropriate instruction for individuals with disabilities. | | 2.5 The candidate demonstrates an understanding of the interrelation of reading and writing, listening and speaking. | GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual. | | 2.6 The candidate understands how various factors such as content, purpose, tasks, and settings influence the reading process. | GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. | | 2.7 The candidate understands the role of metacognition in reading, writing, listening, and speaking. | GC4S3 Teach learning strategies and study skills to acquire academic content.  GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies. | | 3.1 The candidate understands and accepts the importance of reading as a means to learn, access information, and to enhance the quality of life. | GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. | | 3.2 The candidate uses texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth. | GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language | | 3.3 The candidate recognizes the value of reading aloud to learners. | GC4S4 Use reading methods appropriate to individuals with disabilities. | | 3.4 The candidate provides opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes. | GC4K1 Sources of specialized materials, curricula, and resources for individuals with disabilities.  GC4K5 Strategies for integrating student initiated learning experiences into ongoing instruction.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 3.8.3 The candidate uses effective techniques and strategies to ensure children’s literacy development and growth. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  ICC2K1 Typical and atypical human growth and development. | | 4.1 The candidate understands and is sensitive to differences among learners and how these differences influence reading. | ICC2K5 Similarities and differences of individuals with and without exceptional learning needs.  ICC2K6 Similarities and differences among individuals with exceptional learning needs.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  ICC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.  ICC2K1 Typical and atypical human growth and development.  ICC2K5 Similarities and differences of individuals with and without exceptional learning needs.  GC7K4 Relationships among disabilities and reading instruction.  GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.  ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. | | 4.2 The candidate demonstrates an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process. | ICC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.  ICC3K4 Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.  ICC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.  ICC3K4 Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.  ICC6K1 Effects of cultural and linguistic differences on growth and development.  ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. | | 4.3 The candidate creates and implements reports designed to address the strengths and needs of individual learners. | ICC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  ICC7S6 Sequence, implement, and evaluate individualized learning objectives.  ICC8S7 Report assessment results to all stakeholders using effective communication skills. | | 4.4 The candidate communicates with students about their strengths, areas for improvement, and ways to achieve improvement in reading. | GC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners.  ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress.  ICC8S7 Report assessment results to all stakeholders using effective communication skills. | | 4.5 The candidate collaborates with parents, support personnel, and others to support students’ reading and writing development. | ICC2K4 Family systems and the role of families in supporting development.  ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress.  ICC8S7 Report assessment results to all stakeholders using effective communication skills.  ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.  ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. | | 5.1 The candidate provides direct instruction and models what, when, and how to use reading strategies with narrative and expository texts. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4K7 Methods for guiding individuals in identifying and organizing critical content.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. | | 5.2 The candidate models questioning strategies. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 5.3 The candidate teaches students to connect prior knowledge with new information. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4K2 Strategies to prepare for and take tests.  GC4K7 Methods for guiding individuals in identifying and organizing critical content.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S3 Teach learning strategies and study skills to acquire academic content.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 5.4 The candidate teaches students strategies for monitoring their own comprehension. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S3 Teach learning strategies and study skills to acquire academic content.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies.  GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. | | 5.5 The candidate ensures that students can use various aspects and structures of text to facilitate comprehension. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4K7 Methods for guiding individuals in identifying and organizing critical content.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies. | | 5.6 The candidate teaches effective study, time management, and test taking strategies. | GC4K2 Strategies to prepare for and take tests.  GC4S3 Teach learning strategies and study skills to acquire academic content. | | 5.7 The candidate provides opportunities to locate and use a variety of print, nonprint, and electronic reference strategies. | GC4K5 Strategies for integrating student initiated learning experiences into ongoing instruction. | | 5.8 The candidate teaches students to vary reading rate according to the purpose(s) and difficulty of the material. | ICC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies. | | 6.1 The candidate teaches students to monitor their own word identification through the use of syntax, semantic, and graphophonemic relations. | ICC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 6.2 The candidate teaches students to use context to identify and define unfamiliar words. | ICC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 6.3 The candidate demonstrates understanding of developmental spelling and applies this knowledge to spelling instruction. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC6S2 Teach strategies for spelling accuracy and generalization. | | 6.4 The candidate teaches students to recognize and use various spelling patterns in the English language as an aid to word identification. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC6S2 Teach strategies for spelling accuracy and generalization. | | 6.5 The candidate employs effective techniques and strategies for the ongoing development of independent vocabulary acquisition. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  ICC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum.  GC6S1 Enhance vocabulary development. | | 7.1 The candidate creates individualized and group instructional interventions based on a range of authentic literacy tasks using a variety of texts. | ICC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings  ICC7S10 Prepare lesson plans.  ICC7S11 Prepare and organize materials to implement daily lesson plans. | | 7.2 The candidate adapts instruction to meet the needs of different learners to accomplish different purposes. | GC3S1 Relate levels of support to the needs of the individual.  ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S7 Use appropriate adaptations and technology for all individuals with disabilities  ICC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. | | 7.3 The candidate selects and evaluates instructional materials for literacy, including those that are technology-based. | GC4K1 Sources of specialized materials, curricula, and resources for individuals with disabilities  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S7 Use appropriate adaptations and technology for all individuals with disabilities.  GC5S2 Use and maintain assistive technologies.  ICC7S9 Incorporate and implement instructional and assistive technology into the educational program. | | 7.4 The candidate aligns curriculum and instruction with state and local standards. | ICC7K3 National, state or provincial, and local curricula standards.  ICC7S10 Prepare lesson plans.  ICC7S11 Prepare and organize materials to implement daily lesson plans. | | 8.1 The candidate recognizes assessment as an ongoing and indispensable part of reflective teaching and learning. |  | | 8.2 The candidate is knowledgeable about the characteristics and appropriate application of widely used and evolving assessment approaches. | ICC8K4 Use and limitations of assessment instruments. | | 8.3 The candidate conducts assessments that involve multiple indicators of learner progress and takes into account the context of teaching and learning. | GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  ICC8S9 Develop or modify individualized assessment strategies. | | 8.4 The candidate uses information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning. | GC4K4 Prevention and intervention strategies for individuals at-risk for a disability.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  ICC7S13 Make responsive adjustments to instruction based on continual observations.  ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data.  ICC8S4 Develop or modify individualized assessment strategies.  ICC8S5 Interpret information from formal and informal assessments.  ICC8S9 Develop or modify individualized assessment strategies. | | 8.5. The candidate creates assessments that take into account the complex nature of reading, writing, and language and that are based on a range of authentic literacy tasks using a variety of texts. | GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  ICC8S4 Develop or modify individualized assessment strategies. | | 8.6 The candidate aligns assessment with curriculum and instruction. | GC4K4 Prevention and intervention strategies for individuals at-risk for a disability.  ICC7S13 Make responsive adjustments to instruction based on continual observations.  ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data. | | 9.1 The candidate teaches students planning strategies most appropriate for particular kinds of writing. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S15 Teach strategies for organizing and composing written products. | | 9.2 The candidate teaches students to draft, revise, and edit their writing. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S15 Teach strategies for organizing and composing written products. | | 9.3 The candidate teaches student the conventions of standard written English needed to edit their compositions. | GC4S15 Teach strategies for organizing and composing written products. | | 10.1 The candidate uses multiple indicators to judge professional growth. | ICC9K3 Continuum of lifelong professional development. | | 10.2 The candidate models ethical, professional behavior. | ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. | | 10.3 The candidate reflects on practice to improve instruction and other services to the students. | ICC9K1 Personal cultural biases and differences that affect one’s teaching.  ICC9K3 Continuum of lifelong professional development.  ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.  ICC9S9 Conduct self-evaluation of instruction.  ICC9S11 Reflect on one’s practice to improve instruction and guide professional growth.  ICC9S13 Demonstrate commitment to engage in evidence-based practice. | | 10.4 The candidate applies research for improved literacy. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  ICC7K1 Theories and research that form the basis of curriculum development and instructional practice.  ICC9K4 Methods to remain current regarding research-validated practice.  ICC9S13 Demonstrate commitment to engage in evidence-based practice. | |
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| **Alignment with Ohio Standards for the Teaching Profession:**  Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.  · Teachers display knowledge of how students learn and of the developmental characteristics of age groups.  · Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.  · Teachers expect that all students will achieve to their full potential.  · Teachers model respect for students’ diverse cultures, language skills and experiences.  · Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.  Standard 3: Teachers understand and use varies assessments to inform instruction, evaluate and ensure student learning.  · Teachers are knowledgeable about assessment types, their purposes and the data they generate.  · Teachers select, develop and use a variety of diagnostic, formative and summative assessments.  · Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.  · Teachers collaborate and communicate student progress with students, parents and colleagues.  · Teachers involve learner in self-assessment and goal setting to address gaps between performance and potential.  Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.  · Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.  · Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.  · Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.  · Teachers apply knowledge of how students think and learn to instructional design and delivery.  · Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.  Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.  · Teacher use resources effectively, including technology, to enhance student learning.  Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.  · Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.  · Teachers create an environment that is physically and emotionally safe.  · Teachers motivate students to work productively and assume responsibility for their own learning.  · Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.  Standard 6: Teachers collaborate and communicate with students, parents other educators, administrator and the community to support student learning.  · Teachers communicate clearly and effectively.  · Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.  · Teachers collaborate effectively with other teachers, administrators, and school and district staff. |
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| **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class. |
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| **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). |
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| **Electronic Communication Policy** Course instructors and teacher candidates will communicate via email and Blackboard throughout the quarter. This communication will relate to topics in the course, administrative inquiries, and general communication about assignments, etc. Teacher candidates are responsible for checking Blackboard on a regular basis. Email is a valued form of communication. Students are encouraged to utilize email when interacting with the instructor. When using email, students are to be professional. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor will answer emails in the timeliest fashion possible. |
| **Grading:**   |  |  | | --- | --- | | **Grading Scale – Graduate Students**  95-100 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  < 69% F 0.00 | **Grading Scale – Undergraduate Students**  95-100 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  67-69 D+ 1.33  64-67 D 1.00 Poor  61-63 D- 0.67  < 61% F 0.00 | |
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**Assessment Report: NCATE Key Assessment**

Sound instructional decisions rely heavily upon assessments. Candidates will be required to develop an assessment case study with one student at Rothenberg**.** The purpose of assessments are to better understand student literacy abilities by helping teachers understand what students know how to do, what they use and confuse (Bear, Invernizzi, Templeton, & Johnston, 2004), and what they do not yet know how to do compared to their grade level or expected performance level. Effective teachers use assessments to inform instruction that meets the needs of individual students.

You will administer the Qualitative Reading Inventory – 4, the Bear et al. (2008) spelling inventory, and a Student Writing Assessment. All assessments administered to your tutee must be audio recorded, on tape or digitally, so that you can do an adequate job of scoring the assessments. **All scoring forms should be in the appendix of the report.** Thus, complete them fully and legibly. Once your assessments are complete, you will write an assessment report, which will be provided to the school’s teacher and family. Thus, reports should be well written, avoiding excessive use of jargon, and be error free. Students are encouraged to use peer editors or seek assistance from the University of Cincinnati’s writing center should writing be an area of weakness.

Part 1: Student as Reader

Information about the student will be obtained from (a) student interviews, (b) parent interviews, and (c) teacher surveys or interviews. Using these three data sources, **develop a narrative no longer than two pages, synthesizing the information** you learned about the student. This section should address the student’s unique cultural and individual learning needs.

Part 2: Assessment Results

*Assessment limitations.* Report limitations are details about influences on assessment administrations that should be considered as the assessment results are read. For example, was the student eager and cooperative? Was s/he unduly tired during one or more of the assessments? Does the assessment vary from classroom performances the teacher reported? It is important to remember that you are learning, and are therefore, not an expert. This should be noted as a limitation.

*Assessment results.* As you will learn, the QRI-4 can be administered for many purposes. For the purpose of this assignment, administer it according the plan found on page 41, labeled: *Use the QRI-4 to Plan Supportive or Remedial Instruction: Diagnostic Options.* The goal is to develop instructionally relevant information, including information about each of the following: word identification accuracy level, automatic level, word identification strategies used by the student, comparison of in context and out of context word identification, comparison of narrative and expositive reading levels, spelling feature analysis, comparison of writing to the student’s reading instructional level. Each area should be addressed in your final report. Use the bulleted information on page 41 to guide your discussion. This should be the longest section of the report. You are encouraged to use tables in this section to enhance the presentation of your data and interpretations. For example, as summary table of miscues might be useful in the *word identification in context* section to help address student strengths and needs in word recognition. **This section should be no longer than five pages.**

*Summary.* In the summary of your report, you should state the student’s highest instructional reading levels for narrative and expository text. In addition, you should summarize the student’s developmental spelling level. Finally, include your understanding of the student’s writing level compared to their reading instructional level.

**NCATE Key Assessment Rubric**

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| *Part 1: Student as a Reader* | | | | | |
|  | **0** | **1** | **2** | **3** | **Wt** |
| Knowledge and beliefs about reading | Not addressed | Cultural differences are addressed superficially. | Although descriptions reflect some sensitivity to cultural differences, ideas are less developed. | 2.2 The candidate understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity through thoughtful descriptions about the student developed from interviews. | 1 |
| Individuals differences | Not addressed | Learner differences are addressed superficially. | Although learner differences are reflected, they are less developed. | 4.1 The candidate understands and is sensitive to differences among learners and how these differences influence reading through thoughtful descriptions about the student developed from interviews. | 1 |
| Not addressed | Details from families and teachers are mentioned. | Details from teacher and family reports are included; however, they are less developed. | 4.5 The candidate collaborates with parents, support personnel, and others to support students’ reading and writing development through inclusion of important details developed from classroom teachers and families from interviews. | 2 |
|  | **0** | **1** | **2** | **3** | **Wt** |
| Individuals differences | Not addressed | Analysis is superficial and ineffectively summarized. | The summary of analysis is not as thorough and misses an area of importance to student learning. | 4.3 The candidate creates and implements reports designed to address the strengths and needs of individual learners through careful analysis of assessment results and correctly summarize instructional levels for narrative and expository text, as well as writing. | 4 |
| Assessment and diagnosis of reading difficulties | Not addressed | Although multiple assessments were used, difficulties with implementation are evident in the report, as more than one area of the assessments is not reported. | Although multiple assessments were used, one element was missing (i.e., word identification accuracy level, automatic level, word identification strategies used by the student, comparison of in context and out of context, comparison of narrative and expositive reading levels, spelling feature analysis, comparison of writing the student’s reading instructional level), which limited the candidate’s ability to thoroughly describe student’s strengths and needs. | 8.2 The candidate is knowledgeable about the characteristics and appropriate application of widely used and evolving assessment approaches as demonstrated by the effective use of multiple measures to describe student strengths and needs (e.g., QRI-4, Spelling Inventory, Writing Assessments), which include all elements related to the reading and writing process (i.e., word identification accuracy level, automatic level, word identification strategies used by the student, comparison of in context and out of context, comparison of narrative and expositive reading levels, spelling feature analysis, comparison of writing to the student’s reading instructional level). | 7 |
| Not addressed | Limitations are superficially reported. | Limitations are addressed. Candidate interpretations adequately address the contextually complexity of assessment and classroom performance. | 8.3 The candidate conducts assessments that involve multiple indicators of learner progress and takes into account the context of teaching and learning (i.e., QRI-4, Spelling Inventory, Writing Assessments) by thoughtfully addressing limitations during assessment and/or discrepancies between teacher reports and student’s demonstrated performance during assessment. | 3 |

**Intervention Plan and Analysis/Reflection of Implementation: NCATE Key Assessment**

This assignment includes four parts related to student instruction including (a) the instructional decision making framework, (b) three lesson plans, (c) progress monitoring around those lesson plans, and (d) a reflection on this whole process. In addition, candidates are required to show examples of student work for each lesson. In some cases, a photograph of the work might be the easiest way to document what was accomplished (e.g., word sorts), while other times a copy of what the student produced might work (e.g., completion of a graphic organizer used with connected text). Sections c and d require candidates to summarize what was learned with essays. Each essay should be no longer than one typed page.

Part 3: Instructional Decision Making Framework

Using results from all assessments, candidates should complete the Instructional Decision Making Framework. The selection and rationale column should reflect thoughtful pairings of assessment with research-based strategies selected from the text. Alignment between assessment data and instruction should be evident.

**Instructional Decision Making Framework**

**Student interests/themes of instruction:**

**Instructional reading levels:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment data that suggests a reading problem area** | **Goal and objective** | **Strategies from the text that look promising** | **My selection and rationale** |
| 1. Language |  |  |  |
| 2. Word work |  |  |  |
| 3. Fluency |  |  |  |
| 4. Reading comprehension |  |  |  |
| 5. Writing |  |  |  |

Part 4: Lesson Plans

Candidates should complete three lesson plans using the form below. Each lesson must include step-by-step instructions such that another person could implement the lesson. Each lesson must include word work, lots of reading of connected text, comprehension instruction, and writing. Lessons should illustrate linkages among all elements. In addition, they should reflect grade-level indicators obtained from the Ohio Language Arts Standards. On-going assessments should be specific. If observation of student performance is indicated, candidates must clearly indicate exactly what they are observing for in objective terms (e.g., student listening). In addition, for each section of the lesson, candidates must collect data around that section to monitor progress.

|  |  |  |  |
| --- | --- | --- | --- |
| **Daily Lesson Plan Form**  Goal/Objectives:  Indicator and application (when appropriate**):** | | | |
| Specific lesson materials: *(include differentiation of materials through adaptations/accommodations)* | | | |
| What the teacher will do | What the student will do | Lesson specific contingency plans (task demand interventions) (*student pre-instructional status: needs, learning style, behavior, that may impact lesson)* | Assessment and Data Collection |
|  |  |  |  |
|  |  |  |  |

Part 5: Progress Monitoring

For each lesson component (i.e., word work, reading connected text, writing), candidates must collect data through which student performance may be monitored. In addition, candidates must collect these data and analyze how students performed on tasks using some kind of progress monitoring tool. Tools must be submitted with this report. For each lesson, examples of student work (e.g., photos of student word sorts, completed student learning activities) should be presented along with an analysis of student learning for that lesson. The analysis of student work should directly link to products, as well as candidate observations.

Part 6: Reflection on Practice

Reflection is an important part of professional development. Candidates should provide detailed reflections on their experiences tutoring a student. Reflections should include thoughtful reports about what was done well by the candidate and what changes might have lead to improved student performance. This section should be **no more than one page in length.**

**NCATE Key Assessment Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** | **Score** |
| Part 3: Instructional Decision Making Framework | | | | | |
| Assessment and Diagnosis of Reading Difficulties | Not addressed | The rationale suggests that the candidate selected a strategy with little reflection or thought. | The rationale is mostly linked to assessment. | 8.1 The candidate recognizes assessment as an ongoing and indispensable part of reflective teaching and learning as noted by thoughtful linkages between assessment and instruction in the rationale section of the Instructional Decision Making Framework. |  |
| Not addressed | The match between assessment and instruction is a stretch. | The match between assessment and instruction is somewhat sound; however, other strategies might have been more appropriate. | 8.6 The candidate aligns assessment with curriculum and instruction as suggested by a match between the two on the Instructional Decision Making Framework. |  |
| Professionalism and Research |  | The candidate created their own strategy that is neither research based nor evidence based. | The candidate used evidence-based instruction rather than strategies with a research base. | 10.4 The candidate applies research for improved literacy by selecting research-based strategies as noted in the Instructional Decision Making Framework. |  |
| Part 4: Lesson Plans | | | | | |
| Phonics | Not addressed | Some phonics work was included in lesson plans, but not explicitly defined. | The candidate taught phonics using work sheets or other less active methods. | 1.4 The candidate uses phonics to teach students to use their knowledge of letter/sound correspondence to decode words as noted in individual lesson plans using appropriate word study strategies. |  |
|  | Not addressed | No evidence is presented to suggest lessons are linked to student’s interests. Writing is not linked to reading. | Lessons implemented are stand alone lessons that reflect student interests rather than thematically linked. Writing is linked to individual lessons. | 2.3 The candidate demonstrates an understanding of reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation through thoughtful implementation of themed lessons based upon student interests. Writing is clearly linked to the reading portion of the lesson. |  |
| Knowledge Base and Beliefs about Reading | Not addressed | Contingencies do not seem to be individualized. | Contingencies loosely reflect connections to development and student background experiences. | 2.4 The candidate demonstrates an understanding of the influence of development (physical, perceptual, emotional, social, cultural, environmental, and cognitive) and background experiences on what the reader brings to the reading/literacy situation through thoughtfully designed contingencies built into lesson plans. |  |
| Not addressed | Components are disconnected demonstrating few if any linkages across literacy domains. | Components are mostly linked to one text. | 2.5 The candidate demonstrates an understanding of the interrelation of reading and writing, listening and speaking through thoughtfully designed lesson plans that link all components together with one text. |  |
|  | Not addressed | Interest and reading level considerations are not apparent in lesson plans. | The candidate mostly uses student interest and appropriate levels for lessons, with minor exceptions. | 3.2 The candidate uses texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth through thoughtfully designed lesson plans. |  |
| Comprehension | Not addressed | Directions require readers to assume all facets of direct instruction. | Descriptions of direction instruction techniques are mostly complete. | 5.1 The candidate provides direct instruction and models what, when, and how to use reading strategies with narrative and expository texts as described in lesson plans. |  |
| Not addressed | There is little evidence of questioning strategies evident in lesson plans. | Although there is some question strategies evident in lesson plans, they are somewhat incomplete. | 5.2 The candidate models questioning strategies appropriately as described in lesson plans. |  |
| Not addressed | There is little evidence that old and new information are being linked. | Although there is some evidence the candidate links old and new information, descriptions are somewhat incomplete. | 5.3 The candidate teaches students to connect prior knowledge with new information as described in lesson plans. |  |
| Not addressed | Use of text structures is hinted at in lessons. | Explicit teaching of text structures is attempted, although not thoroughly described. | 5.5 The candidate ensures that students can use various aspects and structures of text to facilitate comprehension as described in lesson plans (e.g., use of graphic organizers, text coding). |  |
| Not addressed | Purpose and rate are addressed briefly in lessons. | Although purpose and rate are addressed in lessons, the connection is not clearly described. | 5.8 The candidate teaches students to vary reading rate according to the purpose(s) and difficulty of the material as described in lesson plans. |  |
| Word Identification, Vocabulary, and Spelling | Not addressed | Context clues are briefly mentioned in lessons. | Although not well defined, using context clues is mentioned in lessons. | 6.2 The candidate teaches students to use context to identify and define unfamiliar words as described in the comprehension section of lesson plans. |  |
| Not addressed | Word study in lessons suggests a superficial understanding of developmental spelling instruction. | Developmental spelling is somewhat demonstrated (e.g., word study selections are slightly off). | 6.3 The candidate demonstrates understanding of developmental spelling and applies this knowledge to spelling instruction as described in the word study portion of lesson plans. |  |
| Curriculum Development | Not addressed | Lessons reflect overuse of inauthentic learning tasks (e.g., worksheets). | Lesson plans reflect mostly authentic learning tasks. | 7.1 The candidate creates individualized and group instructional interventions based on a range of authentic literacy tasks using a variety of texts as described in lesson plans. |  |
| Not addressed | Indicators are selected; however, important indicators were omitted. | Indicators are mostly well selected. | 7.4 The candidate aligns curriculum and instruction with state and local standards as described in lesson plans. |  |
| Writing | Not addressed | There is evidence of a little instruction around planning for writing in lesson plans. | Some planning for writing is taught. | 9.1 The candidate teaches students planning strategies most appropriate for particular kinds of writing as noted in the writing portion of lesson plans. |  |
| Not addressed | There is little instruction around the writing process in lesson plans. | Some evidence of teaching students about the writing process. | 9.2 The candidate teaches students to draft, revise, and edit their writing as noted in the writing portion of lesson plans. |  |
| Not addressed | There is a little instruction around editing. | Some evidence that editing was taught. | 9.3 The candidate teaches student the conventions of standard written English needed to edit their compositions as noted in the writing portion of lesson plans. |  |
| Part 5: Progress Monitoring | | | | | |
| Assessment and Diagnosis of Reading Difficulties | Not addressed | Progress monitoring is used inconsistently. | Progress monitoring is mostly used to assess student performance during authentic tasks. | 8.5. The candidate creates assessments that take into account the complex nature of reading, writing, and language and that are based on a range of authentic literacy tasks using a variety of texts as noted in the progress monitoring section. |  |
| Part 6: Reflection | | | | | |
| Knowledge Base and Beliefs about Reading | Not addressed | Little understanding of cultural, linguistic, and ethnic diversity is articulated in the reflection section. | Some understanding of cultural, linguistic, and ethnic diversity is articulated in the reflection section. | 2.2 The candidate understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity through understandings articulated in the reflection section of the intervention plan. |  |
| Individual Differences | Not addressed | Reflections superficially address candidate positioning in the teaching process. | Reflections suggest some thought about the candidates positioning in the teaching process. | 4.2 The candidate demonstrates an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process as expressed in the intervention reflection. |  |
| Professionalism, Professional Development, and Research | Not addressed | The candidate superficially addresses what they would do differently to improve instruction and student learning. | The candidate somewhat addresses what they would do differently to improve instruction and student learning. | 10.3 The candidate reflects on practice to improve instruction and other services to the students as noted in the reflection section. |  |
|  |  |  |  |  | Total |

|  |
| --- |
|  |
| **Course Schedule:** |
| ***Week/Topic*** |
| 1 Assessing the components of reading: Word recognition |
| 2 Assessing the components of reading: Fluency, background knowledge, and other skills |
| 3 Assessing the components of reading: Comprehension through retellings and question answering |
| 4 Collecting other data that influences reading: Involving the learner, family, and other professionals |
| 5  An instructional framework: Using data to drive instruction |
| 6 Aligning standards with student needs: Lesson planning |
| 7 Instructional methods for word work: From PA through vocabulary |
| 8 Instructional methods for fluency |
| 9  Instructional methods for comprehension |
| 10 Instructional methods for writing |
| 11 Evaluating student work: Progress monitoring |
| 12 Student motivation and engagement |
| 13 Use of technology as part of reading instruction |
| 14 Reflection: Beyond it went “good” |
| Exam Week |