



## **Concordia University Compliance Plan for Dyslexia Instruction Standards December 20, 2016**

Pursuant to ORS 342.147 and OAR 584-420-0016, Concordia University's College of Education (COE) has initiated the process to demonstrate compliance with the new statutory dyslexia instruction requirements, following the Commissions suggested process. This process focused on our preliminary licensure programs at the elementary level, including our undergraduate and Masters of Arts in Teaching (MAT) program, as well as our Reading Interventionist Endorsement in the Masters in Education program. Concordia's Special Education add-on Endorsement Program for individuals who already hold a preliminary teaching license was suspended in fall 2016 and there are no new students entering this program. During spring, 2017 we will determine whether to rebuild the program or sunset it entirely. If we decide to rebuild the program we will address the dyslexia standards at that time.

**1. Program review:** The COE established a Dyslexia Committee to review the new temporary rule for dyslexia instruction, OAR 584-420-0016, and to become familiar with the new dyslexia instruction requirements. The Dyslexia Committee and program directors/chair reviewed the International Dyslexia Association Standards. Members of the committee participated in the following professional development opportunities to further understand dyslexia as well as elements of evidence-based assessment and instruction for students who have indicators of dyslexia:

- Training session presented by Oregon Branch of the International Dyslexia Association (ORBIDA) at ORATE (Oregon Association of Teacher Educators) conference
- Dyslexia 101 training by Barbara Steinberg, PDX Reading Specialist
- Dyslexia 201 training by Barbara Steinberg, PDX Reading Specialist
- Dyslexia 301 training by Barbara Steinberg, PDX Reading Specialist
- ORBIDA 42nd annual conference, including presenters ODE Dyslexia specialist, University of Oregon, psychologist and learning specialist focused on Dyslexia/Dysgraphia in students
- Park Academy Training: "What Oregon Teachers need to Know about Dyslexia"

**2. Standard met determination:** The COE Dyslexia Committee and program directors/chair reviewed the Elementary-Multiple Subjects preliminary licensure programs including undergraduate and Masters of Arts in Teaching and the Reading

Intervention program to determine if the components of the programs were sufficient to meet the new standards. We created a matrix using the International Dyslexia Association Standards, and indicated current coverage of those standards in coursework.

**3. Revisions needed determination:** The COE Dyslexia Committee, Dean and program directors/chair determined the “gaps” between what the programs are currently providing related to dyslexia instruction and the new standards using this matrix, and determined the courses we intended to revise in order to fill the “gaps.” For each program, we have created a table that indicates how we will revise course content, assessments, and instructional materials to ensure candidates are able to:

- (a) Identify the characteristics that may predict or are associated with dyslexia;
- (b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia;
- (c) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and
- (d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.

The program tables on the following pages are working documents that outline current content and intentions for course revisions.

Respectfully Submitted,

Concordia University College of Education

## Bachelor of Arts in Education (Elementary) Program Working Document

*Please note: This table examines our current BA in EDU program, which applies to students currently enrolled. We are in the process of approvals for revising our undergraduate teacher preparation program, with the goal of rolling out to incoming freshman and sophomores in Fall, 2017 (juniors and seniors will remain in the current program listed below). The redesigned program will feature new courses which incorporate dyslexia standards, including: EDUG 240: Literacy Perspectives, EDUG 250: Assessment Literacy, and EDUG 260: Individual Student Learning Needs. These courses will be written in Summer, 2017 and will be offered to incoming sophomores in Fall, 2017.*

TSPC Standards for Dyslexia Instruction (5)	Course/Course Description	Resources	Current Assessments: Activities/Assignments/Exam	Modifications or New Activities/Assignments/Exam
(a) Identify the characteristics that may predict or are associated with dyslexia	<p>EDU 200: Becoming a Reading Coach This class is an introduction to teaching reading with focus on cueing systems readers' use, matching readers to appropriate books and how to coach students to read accurately, fluently and with comprehension. Pre-service teachers (pk-12) tutor students in the area of reading for 10 weeks.</p>	<p>EDU 200: Macomb Intermediate School District, Early Literacy Committee. (2003). Concepts of print. Retrieved from <a href="http://www.misd.net/mlpp/assessments/conceptsofprint/">http://www.misd.net/mlpp/assessments/conceptsofprint/</a></p> <p>The National Reading Panel: Five components of reading instruction, frequently asked questions. (n.d.). Retrieved from <a href="http://www.scsk12.org/scs/subject-areas/kweb/images/nationalreadingpanel_faq.pdf">http://www.scsk12.org/scs/subject-areas/kweb/images/nationalreadingpanel_faq.pdf</a></p>		<p>EDU 200: Intro to Dyslexia conditions (article/add to Lib Guides, In-class/group activity/conversation).</p>
	<p>EDU 336: Assessment and evaluation. This class will prepare pre-service teachers, (Pk-12) to assess student learning. This is not a statistics course. Rather, it is about learning to become an intelligent consumer of assessment and evaluation of student</p>	<p>EDU 336: Course examples relating to validity and reliability may include measures for indicators of Dyslexia</p>	<p>EDU 336: Vocabulary of Assessment assignment, and class discussions of Valid, Reliable assessments, using examples from current practice.</p>	<p>EDU 336: Specifically describe assessment tools and characteristics identified by ODE for use in screening for indicators of Dyslexia</p>

	learning, teacher evaluation, and societal use of educational data			
	<p>EDU 340: Advanced Strategies: This course is focused on planning, instruction and learning which includes considering the various learning styles, differences and cultural backgrounds of students. Theories and strategies that promote differentiated instruction, cultural competence and community building within the classroom are discussed and practiced. There is an intentional focus on working with, and addressing the needs of, special education students and students living in poverty.</p>	<p>EDU 340: Relating to best practices for all students, resources include materials provided by ODE e.g. Practical Strategies to improve academic discussions in mixed ability secondary Content Area classroom (Feldman, K., 2005. Retrieved from <a href="http://www.ode.state.or.us/wma/teachlearn/commoncore/structuring-acad-discuss-.pdf">http://www.ode.state.or.us/wma/teachlearn/commoncore/structuring-acad-discuss-.pdf</a>)</p> <p>Dyslexia 101 training provided through Multnomah ESD, Concordia University by PDXreadingspecialist (Barbara Steinberg)</p>	<p>EDU 340: Overarching unit plan development with the major focus on creating a lesson segment (3 lessons) in which students incorporate best practices and instructional strategies addressing the variety of needs of all students, including those who demonstrate characteristics that may predict or are associated with dyslexia</p> <p>EDU 340: Differentiation Presentation in which each student chooses a different learning need, researches and plans a presentation for peers. Students are expected to use the information learned from presentations and incorporate the strategies into their lesson segment.</p>	<p>EDU 340: Specifically include “Students Identified with indicators of Dyslexia” in the Course Description and course content. Specifically include students who demonstrate characteristics that may predict or are associated with dyslexia in the constructed class set.</p> <p>EDU 340: Specifically provide and label strategies identified to address needs of students who demonstrate characteristics that may predict or are associated with dyslexia, based on resources from ORBIDA (Oregon Branch of the International Dyslexia Association), PDX Reading (Barbara Steinberg), and continuing professional development.</p>
	<p>EDU 390: Children with Exceptionalities This class will prepare pre-service teachers pk-12 to work with students who have disabilities with mild impact. Students will learn about a large variety of disability categories for eligibility of special education services.</p>	<p>EDU 390: Henley, M., Ramsey, R., &amp; Algozzine, R. (2009). <i>Characteristics of and strategies for teaching students with mild disabilities</i> (6th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.</p>	<p>EDU 390: Currently, students choose a learning disability to present to their peers.</p>	<p>EDU 390: The instructor will model the presentation process for the students by presenting Dyslexia to the students.</p>
(b) Understand how to provide	EDU 200: Becoming a Reading Coach	<b>See course resources above</b>	EDU 200: Coaches (CU Students) work with	

evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia	<b>See course description above</b>		elementary age children and tutor them in reading. As we learn the needs of each student, the instructors work with the coaches one-on-one to support the needs of struggling readers. The instructors will provide the coaches specific strategies to use with their struggling reader.	
	EDU 375: C&I Reading and Language Arts. Course Description: This course will help graduate-level elementary teacher education students with the knowledge and resources necessary to provide pre-K to 8th grade instruction and assessment in reading, writing, speaking and listening. It will specifically help students understand the essential components of the reading and writing process, give them reliable procedures and resources for teaching beginning and developmental reading, equip them to use a diagnostic teaching approach to reading, introduce them to a variety of formats for	<p>EDU 375: Johnston, P. (2000) <i>Running records: A self-tutoring guide</i>. York, ME: Stenhouse.</p> <p>EDU 375: Leslie, L., &amp; Caldwell, J. S. (2016). <i>Qualitative reading inventory</i> (6th ed.). New York, NY: Pearson Education.</p> <p>EDU 375: Serravallo, J. (2015). <i>The reading strategies book</i>. Portsmouth, NH: Heinemann.</p> <p>EDU 375: Zimmerman, S. &amp; Hutchins, C. (2003). <i>7 keys to comprehension</i>. New York, NY: Three Rivers Press.</p> <p>EDU 375: Stiggins, R. J. (2012). <i>Student-involved assessment for learning</i> (6th ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.</p>	<p>EDU 375: Create a running record of an emerging reader; assess a reader using a research-based inventory. Based on the record and inventory, create a diagnostic analysis of the reader.</p> <p>EDU 375: Classroom Structure and Environment Plan: Explaining what to include in an ELA classroom and outlining a schedule for the literacy block.</p> <p>EDU 375: Whole Group Literacy Lesson: Submit a whole class reading comprehension or writing lesson plan, and teach it to your peers.</p>	<p>EDU 375: Specifically model and practice running records and inventory features of students who demonstrate characteristics that may predict or are associated with dyslexia.</p> <p>EDU 375: Classroom Structure and Environment Plan: Explain what you will include in your ELA classroom and outline a schedule for your literacy block including students who demonstrate characteristics that may predict or are associated with dyslexia.</p> <p>EDU 375: Whole Group Literacy Lesson: Submit a copy of your whole class reading comprehension or writing lesson plan and prepare to teach it to your peers. Include considerations for students who demonstrate characteristics that may predict or are associated with dyslexia.</p>

	carrying out a reading and writing program in an elementary classroom, and familiarize them with ways to teach and assess argument, informative and narrative writing.			
(c) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	EDU 200: Becoming a Reading Coach <b>See course description above</b>	<b>See course resources above</b>	EDU 200: Instructors assess each child in the reading coach program, the coaches (CU students) then learn to interpret the assessments and make decisions based on their findings.	EDU 200: Students will complete a planning guide for each tutoring session. They will complete a consideration for responding to student needs in the “reflection” section.
	EDU 375: C&I Reading and Language Arts. <b>See course description above</b>	<b>See course resources above</b>	EDU 375: Running Records Practice  EDU 375 Knowing Your Students & Reading Engagement: Administer a reading engagement survey to your reader. Reflect on what you learn about your reader and how you would use the information from the survey.  EDU 375: QRI & Miscue Analysis: Assess your participant with the QRI. Your goal is to find the student’s independent, instructional, and frustration reading levels. Materials and instructions will be provided.  EDU 375: Progress monitoring assignment demonstrating various methods of progress monitoring towards a specific	EDU 375 Running Record practice using video(s) of students who demonstrate characteristics that may predict or are associated with dyslexia  EDU 375: QRI & Miscue Analysis: Include practice using a video of a child with dyslexia  EDU 375: Specifically provide examples of progress monitoring of students who demonstrate characteristics that may predict or are associated with dyslexia

			goal, and reflecting on impact and outcomes.	
	EDU 390: Children with Exceptionalities <b>See course description above</b>	<b>See course resources above</b>	EDU 390: Students review IEP plans for a variety of learning needs including several reading diagnosis. This teaches them how students are supported through services as well as who services students.  EDU 390: Special Education guest teacher presents about students in their needs in the classroom including IEP summaries, addresses conditions of her students, invites CU students into the classroom for an observation.	
(d) Apply dyslexia assessment and instruction knowledge to pedagogy practice	EDU 260: Instructional Strategies Course description: This course is designed to equip pre-service elementary education candidates with a repertoire of the analytical, practical and creative attributes at the core of authentic classroom instruction and learning. Specifically, this course will prepare each candidate with the keys to effective instructional strategies, development and use of instructional objectives, constructing lesson plans, and lesson presentation skills.		EDU 260 Lesson Plan: Write a full lesson plan, using the Concordia University Lesson Plan Format [which includes differentiation for specific learners, including students who demonstrate characteristics that may predict or are associated with dyslexia.]  EDU 260 Lesson Presentation: Teach lesson to a group of school-age students. Record the lesson.  EDU 260: Lesson presentation reflection: Use the video recording of your class lesson presentation to analyze and reflect on your lesson presentation as well as your	EDU 260: Ensure that all sections of the course require considerations of students who demonstrate characteristics that may predict or are associated with dyslexia

			peers lesson presentations.	
	EDU 375: C&I Reading and Language Arts. <b>See course description above</b>	<b>See course resources above</b>	EDU 375: Small Group Guided Reading Lesson Plan: Create a small group guided reading lesson plan and teach it to a small group of peers.	EDU 375 Small Group Guided Reading Lesson Plan required to specifically include student(s) who demonstrate characteristics that may predict or are associated with dyslexia

**Master of Arts in Teaching (Elementary) Program**  
*Working Document*

TSPC Standards for Dyslexia Instruction (5)	Course/Course Description	Resources	Current Assessments: Activities/Assignments/Exam	Modifications or New Activities/Assignments/Exam
(a) Identify the characteristics that may predict or are associated with dyslexia	<p>MAT 536: Assessment and evaluation. This class will prepare pre-service teachers at authorization level of elementary to assess student learning. This is not a statistics course. Rather, it is about learning to become an intelligent consumer of assessment and evaluation of student learning, teacher evaluation, and societal use of educational data</p>	<p>MAT 536: Course examples relating to validity and reliability may include measures for indicators of Dyslexia</p>	<p>MAT 536: Vocabulary of Assessment assignment, and class discussions of Valid, Reliable assessments, using examples from current practice.</p>	<p>MAT 536: Specifically describe assessment tools and characteristics identified by ODE for use in screening for indicators of Dyslexia</p>
	<p>MAT 590: Differentiation in the Learning Community Course Description: This course helps teacher candidates consider the various learning styles, differences and cultural backgrounds of students. Theories and strategies that promote differentiated instruction, cultural competence and community building within the classroom are discussed and practiced.</p>	<p>MAT 590: Relating to best practices for all students, resources include materials provided by ODE e.g. Practical Strategies to improve academic discussions in mixed ability secondary Content Area classroom (Feldman, K., 2005. Retrieved from <a href="http://www.ode.state.or.us/wma/teachlearn/commoncore/structuring-acad-discuss-.pdf">http://www.ode.state.or.us/wma/teachlearn/commoncore/structuring-acad-discuss-.pdf</a>)</p> <p>Dyslexia 101 training provided through Multnomah ESD, Concordia University by PDXreadingspecialist (Barbara Steinberg):</p> <p>ORBIDA: Professional development from annual conference/training, November 2016</p>	<p>MAT 590: Theory of Action, Best Practice Lesson Plan, and Rationale project, incorporating best practices and instructional strategies addressing the variety of needs of all students, including those who demonstrate characteristics that may predict or are associated with dyslexia</p>	<p>MAT 590: Specifically include “Students Identified with indicators of Dyslexia” in the Course Description and course content. Specifically include students who demonstrate characteristics that may predict or are associated with dyslexia in the constructed class set.</p> <p>MAT 590: Specifically provide and label strategies identified to address needs of students who demonstrate characteristics that may predict or are associated with</p>

	There is an intentional focus on working with, and addressing the needs of, special education students and students living in poverty			dyslexia,, based on resources from ORBIDA (Oregon Branch of the International Dyslexia Association), PDX Reading (Barbara Steinberg), and continuing professional development.
(b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia	MAT 503: Basic Teaching Skills Course description: This course is designed to equip pre-service elementary education candidates with a repertoire of the analytical, practical and creative attributes at the core of authentic classroom instruction and learning. Specifically, this course will prepare each candidate with the keys to effective instructional strategies, development and use of instructional objectives, constructing lesson plans, designing an edTPA portfolio, lesson presentation skills, and curriculum integration	MAT 503: Planning Effective Instruction (5th Edition) by Kay M. Price and Karna L. Nelson  On-line resources including: ODE e.g. Practical Strategies to improve academic discussions in mixed ability secondary Content Area classroom (Feldman, K., 2005. Retrieved from <a href="http://www.ode.state.or.us/wma/teachlearn/commoncore/structuring-acad-discuss-.pdf">http://www.ode.state.or.us/wma/teachlearn/commoncore/structuring-acad-discuss-.pdf</a> )  Dyslexia 101 training provided through Multnomah ESD, Concordia University by PDXreadingspecialist.com (Barbara Steinberg)  ORBIDA: Professional development from annual conference/training, November 2016.		
	MAT 563: C&I Reading and Language Arts. Course Description: This course will help graduate-level elementary teacher education students with the knowledge and resources necessary to	MAT 563 Johnston, P. (2000) Running records: A self-tutoring guide. York, ME: Stenhouse.  MAT 563 Leslie, L., & Caldwell, J. S. (2016). Qualitative reading inventory (6th ed.). New York, NY: Pearson Education.  MAT 563 Serravallo, J. (2015). The reading strategies book. Portsmouth, NH: Heinemann.	MAT 563: Create a running record of an emerging reader; assess a reader using a research-based inventory. Based on the record and inventory, create a diagnostic analysis of the reader.  MAT 563: Classroom Structure	MAT 563: Specifically model and practice running records and inventory features of students who demonstrate characteristics that may predict or are associated with dyslexia.  MAT 563: Classroom Structure and Environment Plan: Explain

	<p>provide pre-K to 8th grade instruction and assessment in reading, writing, speaking and listening. It will specifically help students understand the essential components of the reading and writing process, give them reliable procedures and resources for teaching beginning and developmental reading, equip them to use a diagnostic teaching approach to reading, introduce them to a variety of formats for carrying out a reading and writing program in an elementary classroom, and familiarize them with ways to teach and assess argument, informative and narrative writing.</p>	<p>MAT 563 Zimmerman, S. &amp; Hutchins, C. (2003). <i>7 keys to comprehension</i>. New York, NY: Three Rivers Press.</p> <p>MAT 536: Stiggins, R. J. (2012). <i>Student-involved assessment for learning</i> (6th ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.</p>	<p>and Environment Plan: Explaining what to include in an ELA classroom and outlining a schedule for the literacy block.</p> <p>MAT 563: Whole Group Literacy Lesson: Submit a whole class reading comprehension or writing lesson plan, and teach it to your peers.</p>	<p>what you will include in your ELA classroom and outline a schedule for your literacy block including students who demonstrate characteristics that may predict or are associated with dyslexia.</p> <p>MAT 563: Whole Group Literacy Lesson: Submit a copy of your whole class reading comprehension or writing lesson plan and prepare to teach it to your peers. Include considerations for students who demonstrate characteristics that may predict or are associated with dyslexia.</p>
	<p>MAT 590: Differentiation in the Learning Community <b>See course description above</b></p>	<p><b>See course resources above</b></p>		<p>MAT 590: Specifically provide and label strategies identified to address needs of students with indicators of Dyslexia, based on resources from ORBIDA (Oregon Branch of the International Dyslexia Association), PDX Reading (Barbara Stenberg), and continuing professional development.</p>
<p>(c) Administer, interpret, and</p>	<p>MAT 503: Basic Teaching Skills</p>	<p><b>See course resources above</b></p>	<p>MAT 503: Create, reflect, and refine a unit and lesson plan</p>	<p>MAT 503: Specifically include students who demonstrate</p>

apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	<b>See course description above</b>		based on considerations for student needs in a provided class set.	characteristics that may predict or are associated with dyslexia in the required class set.
	MAT 536: Assessment and Evaluation <b>See course description above</b>	<b>See course resources above</b>	MAT 536: Progress monitoring assignment demonstrating various methods of progress monitoring towards a specific goal, and reflecting on impact and outcomes.	MAT 536: Specifically provide examples of progress monitoring of students who demonstrate characteristics that may predict or are associated with dyslexia
	MAT 563: C&I Reading and Language Arts <b>See course description above</b>	<b>See course resources above</b>	MAT 563: Running Records Practice  MAT 563 Knowing Your Students & Reading Engagement: Administer a reading engagement survey to your reader. Reflect on what you learn about your reader and how you would use the information from the survey.  MAT 563: QRI & Miscue Analysis: Assess your participant with the QRI. Your goal is to find the student's independent, instructional, and frustration reading levels. Materials and instructions will be provided.	MAT 563 Running Record practice using video(s) of students who demonstrate characteristics that may predict or are associated with dyslexia  MAT 563: QRI & Miscue Analysis: Include practice using a video of a child with dyslexia
(d) Apply dyslexia assessment and instruction knowledge to pedagogy practice	MAT 503: Basic Teaching Skills <b>See course description above</b>	<b>See course resources above</b>	MAT 503 Lesson Plan: Write a full lesson plan, using the Concordia University Lesson Plan Format [which includes differentiation for specific learners, including students who demonstrate characteristics that may predict	MAT 503: Ensure that all sections of the course require considerations of students who demonstrate characteristics that may predict or are associated with dyslexia

			<p>or are associated with dyslexia.]</p> <p>MAT 503 Lesson Presentation: Teach lesson to a group of peers. Video recording this lesson presentation.</p> <p>MAT 503: Lesson presentation reflection: Use the video recording of your class lesson presentation and the provided template to analyze and reflect on your lesson presentation.</p>	
	<p>MAT 563: C&amp;I Reading and Language Arts  <b>See course description above</b></p>	<p><b>See course resources above</b></p>	<p>MAT 563: Small Group Guided Reading Lesson Plan: Create a small group guided reading lesson plan and teach it to a small group of peers.</p>	<p>MAT 563 Small Group Guided Reading Lesson Plan required to specifically include student(s) who demonstrate characteristics that may predict or are associated with dyslexia</p>

## Reading Interventionist Endorsement Working Document

Please note: We are currently rewriting each course in the Reading Interventionist Endorsement program to incorporate the International Dyslexia Association (IDA) Standards into the assignments and resources that support them. This work will be complete by the end of February, 2017.

TSPC Standards for Dyslexia Instruction (5)	Course/Course Description	Resources	International Dyslexia Association (IDA) Standards to be addressed
(a) Identify the characteristics that may predict or are associated with dyslexia	EDRD 554: Current Issues in Literacy Course Description: This course discusses current areas of concern and best practices in instruction being researched in the field of literacy. Students will collaborate with their peers, sharing information on special issues and reading researchers.	<p>Best Practices in Literacy Instruction (Gambrell &amp; Morrow, 2015)</p> <p>Hot Topics in Literacy Education for 2014 (Cassidy &amp; Grote-Garcia, 2013) [PDF]</p> <p>Individuals with Disabilities Education Act <a href="http://idea.ed.gov/explore/home">http://idea.ed.gov/explore/home</a></p>	<p>EDRD 554</p> <p>IDA 1A (1b) Explain a scientifically valid model of the language processes underlying reading and writing.</p> <p>IDA 1A (2b) Explain a scientifically valid model of other cognitive influences on reading and writing, and explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes</p> <p>IDA 1E (1b) Identify student learning behaviors and test profiles typical of students with dyslexia and related learning difficulties.</p> <p>IDA 1E (4) Match symptoms of the major subgroups of poor readers as established by research, including those with dyslexia, and identify typical case study profiles of those individuals.</p> <p>IDA 1E (5) Identify predictable ways that symptoms might change as students move through the grades</p>
(b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are	EDRD 552: Young Adult and Children's Literature Course Description: Reading professionals will receive an overview of the authors, titles, and genres of young adult and children's literature Pre-k through grade 12, and will explore the current issues and trends in adolescent and	<p>Beyond Leveled Books: Supporting Early and Transitional Readers in Grades K-5 (Sibberson &amp; Szymusiak, 2008)</p> <p>White, A. (2016). Using digital think-alouds to build comprehension of online information texts. <i>The Reading Teacher</i>, 69(4), 421-425.</p> <p>The Book Whisperer: Awakening the Inner Reader in Every Child (Miller, 2009)</p> <p>Reading Interest Inventory (Candler, 2013)</p>	<p>EDRD 552</p> <p>IDA 1A (3) Explain major research findings regarding the contribution of environmental factors to literacy outcomes.</p> <p>IDA 1B (12) Identify main idea sentences, connecting words, and topics that fit each type of expository paragraph organization.</p> <p>IDA 1B (13) Analyze text for the purpose of identifying the inferences that students must make to comprehend.</p> <p>IDA 1C-5 (2) Anticipate confusions and teach comprehension of figurative language, complex sentence forms, cohesive devices, and unfamiliar features of text.</p>

associated with dyslexia	children's literature.	<p>[PDF]</p> <p>Reading Interest Survey (Winston, 2013) [PDF]</p> <p>Measuring Attitude Toward Reading: A New Tool for Teachers (McKenna &amp; Kear, 1990) [PDF]</p>	
	<p>EDRD 553: Advanced Techniques for Teaching Reading</p> <p>Course Description: This course explores the theoretical and knowledge bases of reading, includes literacy acquisition, and the construction of meaning and provides practical classroom applications and instructional practices.</p>	<p>Beers, K. (2003). When kids can't read: What teachers can do. Portsmouth, NH: Heinemann.</p> <p>Johnson, P. &amp; Keier, K. (2010). Catching readers before they fall: Supporting readers who struggle. Portland, ME: Stenhouse.</p> <p>Reading Theories [PPT] [PPS]</p> <p>Reading, The Big Picture [PPT] [PPS]</p> <p>Literacy Learning [PPT] [PPS]</p> <p>Gradual Release of Responsibility [PDF]</p> <p>Cueing Systems and Reading Strategies [HTML]</p> <p>Phonemic Awareness [PPT] [PPS]</p> <p>Phonics [PPT] [PPS]</p> <p>Phonics Dos and Don'ts [PDF]</p> <p>Phonological Awareness Is Child's Play [PDF]</p> <p>Making Words - [MOV] [WMV]</p> <p>Phonemic Awareness Video 1 - [MOV] [WMV]</p> <p>Phonemic Awareness Video 2 - [MOV] [WMV]</p>	<p>EDRD 553</p> <p>IDA 1A (5) Explain how a weakness in each component skill of oral language, reading, and writing may affect other related skills and processes across time.</p> <p>IDA 1A (1b) Reconstruct the consonant and vowel phoneme inventories and identify the feature differences between and among phonemes.</p> <p>IDA 1B (4) Sort words by orthographic "choice" pattern; analyze words by suffix ending patterns and apply suffix ending rules.</p> <p>IDA 1B (7b) Recognize advanced morphemes (e.g., chameleon or assimilated +prefixes)</p> <p>IDA 1B (10b) Identify advanced grammatical concepts (e.g., infinitives, gerunds)</p> <p>IDA 1C-5 (5) Plan lessons to foster comprehension of the surface code (the language), the text base (the underlying ideas), and a mental model (the larger context for the ideas)</p>

<p>(c) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia</p>	<p>EDRD 551: Diagnosis and Assessment of Reading  Course Description: This course discusses the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.</p>	<p>Understanding Reading Problems (Gillet &amp; Temple, 2012)</p> <p>Formative, Interim, and Summative Assessments: It Takes All Three (Bunch, 2012) [PDF]</p> <p>Running Records, A Self Tutoring Guide (Johnston, 2000)</p> <p>An Observation Survey of Early Literacy Achievement (Clay, 2013)</p> <p>A Critical Analysis of Eight Informal Reading Inventories by the International Reading Association (Nilsson, 2008)  <a href="http://www.readingrockets.org/article/23373">http://www.readingrockets.org/article/23373</a></p>	<p>EDRD 551  IDA 1c-1 (6) Explicitly contrast first and second language phonological systems, as appropriate, to anticipate which sounds may be most challenging for the second language learner.  IDA 1C-3 (2) Determine which students need a fluency oriented approach to instruction, using screening, diagnostic, and progress-monitoring assessments  IDA 1D (4) Using case study data, accurately interpret subtest scores from diagnostic surveys to describe a student’s patterns of strengths and weaknesses and instructional needs.  IDA 1D(6) Using case study data, accurately interpret a student’s performance on reading comprehension or written expression measures and make appropriate instructional recommendations.</p>
<p>(d) Apply dyslexia assessment and instruction knowledge to pedagogy practice</p>	<p>EDRD 550: Practicum  Course Description: In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission, Reading Specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed Reading Specialist, who will be known as the mentor. The majority of practicum hours will be spent teaching and observing in a TSPC/Concordia approved school environment, and may</p>		<p>EDRD 550  IDA 1C-1 (2b) Design and justify the implementation of activities that match a student’s developmental level of phonological skill.  IDA 1C-1 (4b) Teach articulatory features of phonemes and words; use minimally contrasting pairs of sounds and words in instruction; support instruction with manipulative materials and movement.  IDA 1C-1 (5b) Direct students’ attention to speech sounds during reading, spelling, and vocabulary instruction without scripting or prompting.  IDA 1C-2 (5) Adapt the pace, format, content, strategy, or emphasis of instruction according to students’ pattern of response.  IDA 1C-4 (2) Lesson planning reflects:  A. Selection of material for read-alouds and independent reading that will expand students’ vocabulary.  B. Identification of words necessary for direct teaching that should be known before the passage is read.  C. Repeated encounters with new words and multiple opportunities to use new words orally and in writing.</p>

	<p>also include planning and attending meetings directly reflecting the reading pedagogy explored throughout the reading endorsement coursework. The mentor and candidate will meet minimally on a weekly basis goal setting and reflection. The candidate will also work with a Concordia University Supervisor who will visit and observe the candidate with the Reading Specialist candidate, either in person or virtually (for distance students) a minimum of six times during the course of the practicum.</p>		<p>D. Recurring practice and opportunities to use new words in writing and speaking.  IDA 1C-5 (6) Adjust the emphasis of lessons to accommodate learners' strengths and weaknesses and pace of learning (Level 2).</p>
	<p>EDRD 551: Diagnosis and Assessment of Reading  <b>See course description above</b></p>	<p>Understanding Reading Problems (Gillet &amp; Temple, 2012)</p> <p>Formative, Interim, and Summative Assessments: It Takes All Three (Bunch, 2012) [PDF]</p> <p>Running Records, A Self Tutoring Guide (Johnston, 2000)</p> <p>An Observation Survey of Early Literacy Achievement (Clay, 2013)</p> <p>A Critical Analysis of Eight Informal Reading</p>	<p>EDRD 551  IDA 1A (6) Identify the most salient instructional needs of students who are at different points of reading and writing development.  IDA 1C-6 (5) Analyze a student's spelling errors to determine his or her instructional needs (e.g., development of phonological skills versus learning spelling rules versus application of orthographic or morphemic knowledge in spelling).</p>

	<p>EDRD 555: Organization and Management of Reading Programs  Course Description: This course is designed to increase understanding of the organization and management of school literacy program development, the roles and responsibilities of the literacy coach, and program evaluation and improvement. The course will explore the major components of a school-wide literacy program, and ask candidates to step outside of the classroom and assume a new role as a scholarly, principled instructional leader who integrates the district's vision through a standards-based literacy program.</p>	<p>Inventories by the International Reading Association (Nilsson, 2008)  <a href="http://www.readingrockets.org/article/23373">http://www.readingrockets.org/article/23373</a></p>	<p>EDRD 555  IDA 1C-3 (7) Make appropriate recommendations for use of assistive technology in general education classes for students with different reading profiles (e.g., dyslexia versus language disabilities).  IDA 1E (6) Appropriately implement federal and state laws in identifying and serving students with learning disabilities, reading disabilities, and dyslexia.</p>
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