

Multnomah University Teacher Education Compliance Plan for Dyslexia Instruction Standards

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Multnomah University Teacher Education department has created a chart on the following pages to determine if the components of our Elementary-Multiple Subjects program meet the new standards for dyslexia instruction, OAR 584-420-0016 (5), and where the “gaps” between what the program is currently providing related to dyslexia instruction and the new standards are. Along with the current components and the “gaps” in our program, the chart also shows what are some possible revisions needed to the program components to meet these new standards for dyslexia instruction. This chart is a working document in which Multnomah University Teacher Education department will continue to use in helping us revise our program components to meet the dyslexia instruction standards.

In an effort to assist Multnomah University Teacher Education department towards continuous improvement in the area of dyslexia instruction, we have aligned the IDA standards (in gray) with our program components in the areas of content, instructional materials, assessments, and practicum. As you view the chart below, you will see three colors. The black text represent areas we see alignment between OAR 584-420-0016 (5) and our program components. The red text represents areas where we see gaps and identify ideas for improvement.

In compliance to the requirement, a narrative describing our program’s alignment and misalignment has been provided below each of the OAR standards to assist in clarity in reading the chart.

OAR 584-420-0016 (5) (a) Identify the characteristics that may predict or are associated with dyslexia

STANDARD MET DETERMINATION:

MU Teacher Education Department has determined current program components meeting standard OAR 584-420-0016 (5) (a) are included in the following four areas: (1) Content, (2) Instructional Materials, (3) Assessments, and (4) Practicum Requirements. Through specific course objectives listed in the syllabi for the courses EDU 427/528 Literacy Methods K-8 and LIN 415/515 Introduction to Linguistics that align to OAR 584-420-0016 (5) (a), students' progress through the course in an effort to reach competencies in these areas. Using the course text by Herrera, S., et.al. in EDU 427/528 and course text by O'Grady, et.al. in LIN 415/515 Introduction to Linguistics, in addition to articles listed below, students further develop their understanding of and engagement with OAR 584-420-0016 (5) (a) standard by interacting with this instructional materials on a cognitive level. Assessments aligned with these course objectives further demonstrate our student's mastery of OAR 584-420-0016 (5) (a) competencies. In an effort to link theory to practice, our students fulfill practicum assignments that require application of content found in OAR standards.

REVISIONS NEEDED DETERMINATION:

As noted in the chart below (in red), Multnomah University Teacher Education department has identified the following gaps in our program components and the OAR 584-420-0016 (5) (a) standard.

- *We will improve our program instructional materials by adding the required text "Speech to Print: Language Essentials for Teachers" by Louisa Cook Moats (2010)*
- *We will improve our program by developing assessments that will provide us evidence of our student's proficiencies in areas such as:*
 - *Language processing requirements*
 - *Cognitive behaviors that affect reading and writing*
 - *Know reasonable goals and expectations for learners at various stages of reading and writing development.*
 - *Understanding orthography*
 - *Discourse organization*
- *We will improve our program by developing practicum requirements that will provide application of learned dyslexia standard(s) through the following....*
 - *Noticing the links in students with reading difficulties and other cognitive and/or behavioral problems.*
 - *Match examples of student responses and learning behavior to phases in language and literacy development*
 - *Noticing how the mentor teachers are instructing and supporting students understanding and using all area(s) of language structure*

IDA A. Foundation Concepts about Oral and Written Learning	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
<p>1. Understand and explain the language processing requirements of proficient reading and writing</p> <p>a. Explain the domains of language and their importance to proficient reading and writing</p>	<p>EDU 427/528 Literacy Methods K-8: Class 1 - Language Processing Requirements</p>	<p>1. Discourse processing—examining our everyday language experiences. Jesse R. Sparks* and David N. Rapp (2010)</p> <p>2. National Reading Panel’s “Teaching Children to Read” Summary Report. www.nationalreadingpanel.org/publications/summary.htm</p> <p>3. Orthographic Processing: A Subcomponent, Not A Subtype, Of Developmental Dyslexia Luke Waites Center For Dyslexia And Learning Disorders November 2014</p> <p><i>Need to add: Materials about Syntactical and Semantic Processing</i></p>	<p><i>Need to add: Assessments in which the candidates explain the domains of language and their importance to proficient reading and writing assignment</i></p>	<p><i>Need to add:</i></p>
<p>2. Understand and explain other aspects of cognition and behavior that affect reading and writing</p> <p>a. Recognize that reading difficulties coexist with other cognitive and behavioral problems</p>	<p><i>Need to add: To EDU 427/528 Literacy Methods K-8 and to EDU 415/515 Special Education Course schedule</i></p>	<p><i>Need to add:</i></p>	<p><i>Need to add: Add an assignment which has the students recognizing that reading difficulties coexist with other cognitive and behavioral problems</i></p>	<p><i>Need to add: Noticing the links in students with reading difficulties and other cognitive and/or behavioral problems.</i></p>
<p>3. Define and identify environmental, cultural, and social factors that contribute to literacy development</p> <p>a. Identify or explain major research findings regarding the contribution of environmental factors to literacy outcomes.</p>	<p>EDU 427/528 Literacy Methods K-8: Class 1 - Factors that Contribute to Literacy Development</p>	<p>Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies.</i> Allyn & Bacon</p> <p>Chapter 2: Contextualizing Literacy Development for the CLD Student in the Grade-Level Classroom</p>	<p>Reading Reflection #1: (Herrera, et.al.) Chapter 2 – Read and respond to one of the “questions for review and reflection”</p> <p>Practicum Experience Response Scoring Rubric</p> <p><i>Need to add: Major research findings regarding the contribution of environmental factors to literacy outcomes</i></p>	<p>Practicum Experience Response #1 – Complete a Sociocultural, Linguistic, and Academic Literacy Profile on one CLD student and one native English speaker.</p>
<p>Know and identify phases in the typical developmental progression of...</p>	<p>EDU 427/528 Literacy Methods K-8: Class 2 - Reading Vocabulary and Developmental Literacy Stages</p>	<p><i>Literacy in Early Childhood and Primary Education (3-8 years).</i></p>	<p>Graphic Organizer</p>	<p><i>Need to add: Match examples of student responses and learning behavior</i></p>

<ul style="list-style-type: none"> o Oral language (semantic, syntactic, pragmatic) o Phonological skill o Printed word recognition o Spelling o Reading fluency o Reading comprehension o Written expression <p>a. Match examples of student responses and learning behavior to phases in language and literacy development</p>		<p>(2012). NCCA Research Report No. 15 (p. 73-110)</p> <p><i>Framework for Literacy Development.</i> Northern Ireland Curriculum</p>		<i>to phases in language and literacy development</i>
<p>4. Know reasonable goals and expectations for learners at various stages of reading and writing development.</p> <p>a. Given case study material, explain why a student is/is not meeting goals and expectations in reading or writing for his or her age/grade</p>	<p>EDU 427/528 Literacy Methods K-8: Class 2 - Reading Vocabulary and Developmental Literacy Stages</p> <p>Need to add: Stronger connection to this...it is mentioned but not strongly</p>	<p><i>Literacy in Early Childhood and Primary Education (3-8 years).</i> (2012). NCCA Research Report No. 15 (p. 73-110)</p> <p><i>Framework for Literacy Development.</i> Northern Ireland Curriculum</p> <p>Need to add: Stronger connection to this...</p>	<p>Need to add: <i>Given case study material, explain why a student is/is not meeting goals and expectations in reading or writing for his or her age/grade</i></p>	Need to add:
B. Knowledge of the Structure of Language	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
<p>Phonology</p> <p>1. Identify similar or contrasting features among phonemes</p>	<p>EDU 427/528 Literacy Methods K-8: Class 3 – Phonology and Orthography</p> <p>LIN 415/515 Introduction to Linguistics – Classes 6-10: Phonology</p>	<p>Need to add: <i>Reading chapters from “Speech to Print: Language Essentials for Teachers” by Louisa Cook Moats</i></p> <p>Contemporary Linguistics William O’Grady, et.al. 2005 5th Edition – Chapter 3</p>	<p>Chapter 3 Exercises Phonology Problem Sets</p>	Need to add:
<p>Orthography</p> <p>a. Recognize typical words from the historical layers of English (Anglo-Saxon, Latin/Romance, Greek)</p> <p>b. Accurately map graphemes to phonemes in any English word</p> <p>c. Sort words by orthographic “choice” pattern; analyze words by suffix ending patterns and apply suffix ending rules.</p> <p>d. Identify printed words that are the exception to regular patterns and</p>	<p>EDU 427/528 Literacy Methods K-8: Class 3 - Phonology and Orthography</p>	<p>Texas Scottish Rite Hospital for Children. (2014, November). <i>Orthographic Processing: A Subcomponent, not a subtype, of Developmental Dyslexia.</i> Retrieved from Luke Waites Center for Dyslexia and Learning Disorders: www.tsrhc.org</p> <p>Need to add:</p>	<p>Need to add: Assignments which have the students doing these activities:</p> <ol style="list-style-type: none"> 1. Recognizing typical words from the historical layers of English (Anglo-Saxon, Latin/Romance, Greek) 2. Accurately mapping graphemes to phonemes in any English word 3. Sorting words by orthographic “choice” pattern; analyze words by suffix ending patterns and apply suffix ending rules. 	Need to add:

OAR 584-420-0016 (5) (c) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia;

STANDARD MET DETERMINATION:

MU Teacher Education Department has determined current program components meeting standard OAR 584-420-0016 (5) (c) are included in the following four areas: (1) Content, (2) Instructional Materials, (3) Assessments, and (4) Practicum Requirements. Through specific course objectives listed in the syllabi for the courses EDU 427/528 Literacy Methods K-8 that align to OAR 584-420-0016 (5) (c), students’ progress through the course in an effort to reach competencies in these areas. Using the course text by Herrera, S., et.al. in EDU 427/528 Literacy Methods K-8, in addition to articles listed below, students further develop their understanding of and engagement with OAR 584-420-0016 (5) (c) standard by interacting with this instructional materials on a cognitive level. Assessments aligned with these course objectives further demonstrate our student’s mastery of OAR 584-420-0016 (5) (c) competencies. In an effort to link theory to practice, our students fulfill practicum assignments that require application of content found in OAR standards.

REVISIONS NEEDED DETERMINATION:

As noted in the chart below (in red), Multnomah University Teacher Education department has identified the following gaps in our program components and the OAR 584-420-0016 (5) (c) standard.

- *We will improve our program by developing assessments that will provide us evidence of our student’s proficiencies in areas such as:*
 - *Explaining the reasoning or evidence behind the main points in the definition of the NICHD/IDA tenets*
 - *Recognizing levels of instructional intensity, duration, and scope appropriate for mild, moderate, and severe reading disabilities*
- *We will improve our program by developing practicum requirements that will provide application of learned dyslexia standard(s) through the following:*
 - *Adding specific questions regarding the mentor teacher’s understanding of these NICHD/IDA tenets.*
 - *Recognize levels of instructional intensity, duration, and scope appropriate for mild, moderate, and severe reading disabilities found in the candidate’s practicum placement.*
- *We will improve our program around the understanding of federal and state laws that pertain to learning disabilities by:*
 - *including content in the EDU 427/528 Literacy Methods K-8 course and in the EDU 415/515 Special Education*
 - *providing instructional materials by requiring the text Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching by Berninger, V.W. & Wolf, B.J. (2016)*
 - *and developing assessments which measure the candidates understanding(s) of these concepts*

C. Knowledge of Dyslexia and Other Learning Disorders	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
<ul style="list-style-type: none"> • Understand the most common intrinsic differences between good and poor readers a. Recognize scientifically accepted characteristics of individuals with 	EDU 427/528 Literacy Methods K-8: Class 6	<i>Target the Problem.</i> www.readingrockets.org www.k8accesscenter.org www.ldonline.org	Target the Problem Graphic Organizer	<i>Need to add: Recognize scientifically accepted characteristics of individuals with poor word recognition (e.g., overdependence on</i>

<p><i>poor word recognition (e.g., overdependence on context to aid word recognition; inaccurate nonword reading)</i></p>		<p>http://www.colettiinstitute.org/resources/learning-distinctions.php</p>		<p><i>context to aid word recognition; inaccurate nonword reading)</i></p>
<ul style="list-style-type: none"> ● Recognize the tenets of the NICHD/IDA definition of dyslexia a. <i>Explain the reasoning or evidence behind the main points in the definition</i> 	<p>EDU 427/528 Literacy Methods K-8: Class 6</p>	<p><i>Fact Sheet 19: UNDERSTANDING DYSLEXIA Introductory Notes. F19 v02.3 Apr 06. Copyright © 2006 Lucid Research Ltd</i></p> <p>http://www.dyslexiaaction.org.uk/page/what-are-signs-dyslexia-0</p>	<p>Graphic Organizer: How has your thinking changed?</p> <p>Need to add to graphic organizer: <i>Explain the reasoning or evidence behind the main points in the definition</i></p> <p>Practicum Experience Response Scoring Rubric</p>	<p>Practicum Experience Response #4 – <i>Observe and discuss with your teacher what services are provided and what resources are made available to help the students in your class who have been diagnosed with dyslexia and/or other reading difficulties.</i></p> <p>Need to add: <i>Specific questions regarding the practicum placements understanding of these NICHD/IDA tenets.</i></p>
<ul style="list-style-type: none"> ● Recognize that dyslexia and other reading difficulties exist on a continuum of severity. a. <i>Recognize levels of instructional intensity, duration, and scope appropriate for mild, moderate, and severe reading disabilities</i> 	<p>EDU 427/528 Literacy Methods K-8: Class 6</p>	<p>Need to add required text: <i>Berninger, V. W., & Wolf, B. (2016). Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching. Baltimore: Paul H. Brookes Publishing Co.</i></p>	<p>Need to add: <i>Recognize levels of instructional intensity, duration, and scope appropriate for mild, moderate, and severe reading disabilities</i></p>	<p>Need to add: <i>Recognize levels of instructional intensity, duration, and scope appropriate for mild, moderate, and severe reading disabilities</i></p>
<ul style="list-style-type: none"> ● Understand federal and state laws that pertain to learning disabilities a. <i>Explain the most fundamental provisions of federal and state laws pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public education, an individualized educational plan, services in the least restrictive environment, and due process</i> 	<p>Need to add: To EDU 427/528 Literacy Methods K-8 and to EDU 415/515 Special Education Course schedule</p>	<p>Need to add required text: <i>Berninger, V. W., & Wolf, B. (2016). Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching. Baltimore: Paul H. Brookes Publishing Co.</i></p>	<p>Need to add: <i>Explain the most fundamental provisions of federal and state laws pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public education, an individualized educational plan, services in the least restrictive environment, and due process</i></p>	<p>Need to add:</p>

OAR 584-420-0016 (5) (d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.

STANDARD MET DETERMINATION:

MU Teacher Education Department has determined current program components meeting standard OAR 584-420-0016 (5) (d) are included in the following four areas: (1) Content, (2) Instructional Materials, (3) Assessments, and (4) Practicum Requirements. Through specific course objectives listed in the syllabi for the courses EDU 427/528 Literacy Methods K-8 that align to OAR 584-420-0016 (5) (d), students' progress through the course in an effort to reach competencies in these areas. Using the course text by Herrera, S., et.al. in EDU 427/528 Literacy Methods K-8, in addition to articles listed below, students further develop their understanding of and engagement with OAR 584-420-0016 (5) (d) standard by interacting with this instructional materials on a cognitive level. Assessments aligned with these course objectives further demonstrate our student's mastery of OAR 584-420-0016 (5) (d) competencies. In an effort to link theory to practice, our students fulfill practicum assignments that require application of content found in OAR standards.

REVISIONS NEEDED DETERMINATION:

As noted in the chart below (in red), Multnomah University Teacher Education department has identified the following gaps in our program components and the OAR 584-420-0016 (5) (d) standard.

- *We will improve our program by developing assessments that will provide us evidence of our student's proficiencies in areas such as:*
 - *Matching examples of technically adequate, well-validated screening, diagnostic, outcome, and progress monitoring assessments*
 - *Using case study data, accurately interpret progress monitoring graphs to decide whether or not a student is making adequate progress*
 - *Find and interpret appropriate print and electronic resources for evaluating tests*
- *We will improve our program around the understanding of the principles of progress-monitoring and the use of graphs to indicate progress:*
 - *including content in the EDU 427/528 Literacy Methods K-8 course*
 - *providing instructional materials by requiring the text Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching by Berninger, V.W. & Wolf, B.J. (2016)*
 - *and developing assessments which measure the candidates understanding(s) of these concepts*
- *We will improve our program by developing the candidate's ability to recognize the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators by:*
 - *including content in the EDU 427/528 Literacy Methods K-8 course*
 - *providing instructional materials by requiring the text Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching by Berninger, V.W. & Wolf, B.J. (2016)*
 - *and developing assessments which measure the candidates understanding(s) of these concepts*
- *We will improve our program by developing practicum requirements that will provide application of learned dyslexia standard(s) through the following:*

- Requiring conversations with appropriate support personal at the candidates practicum placement about why individual students are or are not at risk in reading based on their performance on screening assessments
- Displaying progress-monitoring data in graphs that are understandable to students and parents

D. Interpretation and Administration of Assessments for Planning Instruction	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
<p>1. Understand the differences among screening, diagnostic, outcome, and progress-monitoring assessments</p> <p>a. Match each type of assessment and its purpose</p> <p>b. Administer screenings and progress monitoring assessments</p>	<p>EDU 427/528 Literacy Methods K-8: Class 8</p>	<p>Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i>. Allyn & Bacon</p> <p>Chapter 9: Assessment beyond the Politics of High-Stakes Tests</p> <p>ELEMENTARY ASSESSMENTS: Universal Screening, Diagnostic, & Progress Monitoring. SERC 4/9/12</p>	<p>Practicum Experience Response Scoring Rubric</p> <p>Reading Reflection #4: (Herrera, et.al.) Chapter 9 – Read and respond to one of the “questions for review and reflection” of your choice.</p> <p>Need to add: <i>Match each type of assessment and its purpose</i></p>	<p>Practicum Experience Response #5- Conduct a running record assessment on 4 of your students. After you have administered this assessment, type a 300-500 word report on your findings and how you would use this information for future reading instruction.</p> <p>Need to add: <i>Administer screenings and progress monitoring assessments</i></p>
<p>2. Understand basic principles of test construction, including reliability....</p> <p>a. Match examples of technically adequate, well-validated screening, diagnostic, outcome, and progress monitoring assessments</p> <p>b. Explain why individual students are or are not at risk in reading based on their performance on screening assessments</p>	<p>EDU 427/528 Literacy Methods K-8: Class 8</p>	<p>Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i>. Allyn & Bacon</p> <p>Chapter 9: Assessment beyond the Politics of High-Stakes Tests</p> <p>ELEMENTARY ASSESSMENTS: Universal Screening, Diagnostic, & Progress Monitoring. SERC 4/9/12</p>	<p>Need to add: <i>Match examples of technically adequate, well-validated screening, diagnostic, outcome, and progress monitoring assessments</i></p>	<p>Need to add: <i>Required conversations with appropriate support personal at the candidates practicum placement about why individual students are or are not at risk in reading based on their performance on screening assessments</i></p>
<p>3. Understand the principles of progress-monitoring and the use of graphs to indicate progress.</p> <p>a. Using case study data, accurately interpret progress monitoring graphs to decide whether or not a student is making adequate progress</p> <p>b. Display progress-monitoring data in graphs that are understandable to students and parents</p>	<p>Need to add: <i>To EDU 427/528 Literacy Methods K-8 and to EDU 415/515 Special Education Course schedule</i></p>	<p>Need to add required text: <i>Berninger, V. W., & Wolf, B. (2016). Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching. Baltimore: Paul H. Brookes Publishing Co.</i></p>	<p>Need to add: <i>Using case study data, accurately interpret progress monitoring graphs to decide whether or not a student is making adequate progress</i></p>	<p>Need to add: <i>Display progress-monitoring data in graphs that are understandable to students and parents</i></p>

<p>4. Recognize the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.</p> <p>a. Find and interpret appropriate print and electronic resources for evaluating tests</p>	<p>Need to add: To EDU 427/528 Literacy Methods K-8 and to EDU 415/515 Special Education Course schedule</p>	<p>Need to add required text: Berninger, V. W., & Wolf, B. (2016). <i>Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching</i>. Baltimore: Paul H. Brookes Publishing Co.</p>	<p>Need to add: Find and interpret appropriate print and electronic resources for evaluating tests</p>	<p>Need to add:</p>
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OAR 584-420-0016 (5) (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;

STANDARD MET DETERMINATION:

MU Teacher Education Department has determined current program components meeting standard OAR 584-420-0016 (5) (b) are included in the following four areas: (1) Content, (2) Instructional Materials, (3) Assessments, and (4) Practicum Requirements. Through specific course objectives listed in the syllabi for the courses EDU 427/528 Literacy Methods K-8 that align to OAR 584-420-0016 (5) (b), students' progress through the course in an effort to reach competencies in these areas. Using the course text by Herrera, S., et.al. in EDU 427/528 Literacy Methods K-8, in addition to articles listed below, students further develop their understanding of and engagement with OAR 584-420-0016 (5) (b) standard by interacting with this instructional materials on a cognitive level. Assessments aligned with these course objectives further demonstrate our student's mastery of OAR 584-420-0016 (5) (b) competencies. In an effort to link theory to practice, our students fulfill practicum assignments that require application of content found in OAR standards.

REVISIONS NEEDED DETERMINATION:

As noted in the chart below (in red), Multnomah University Teacher Education department has identified the following gaps in our program components and the OAR 584-420-0016 (5) (b) standard.

- *We will improve our program by developing assessments that will provide us evidence of our candidate's proficiencies as identified in the gaps in the chart below.*
- *We will improve our program by developing practicum requirements that will provide application of learned dyslexia standard(s) through the following:*
 - *Candidates will have specific conversations with the appropriate personal about the phonological features of a second language and how they interfere with English pronunciation and phonics*
 - *Candidates will have specific conversations with the appropriate personal on how to identify the general and specific goals of phonological skill instruction*
- *We will improve our program by developing the candidate's ability to state the rationale for multisensory and multimodal techniques by:*
 - *including content in the EDU 427/528 Literacy Methods K-8 course and to EDU 415/515 Special Education Course schedule*
 - *providing instructional materials by requiring the text Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching by Berninger, V.W. & Wolf, B.J. (2016)*

- and developing assessments which measure the candidates understanding(s) of these concepts
- We will improve our program by developing the candidate’s understanding and appropriate uses of assistive technology in written expression
 - including content in the EDU 427/528 Literacy Methods K-8 course and to EDU 415/515 Special Education Course schedule
 - providing instructional materials by requiring the text *Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching* by Berninger, V.W. & Wolf, B.J. (2016)
 - and developing assessments which measure the candidates understanding(s) of these concepts
- We will improve our program by developing the candidate’s understanding of research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
 - including content in the EDU 427/528 Literacy Methods K-8 course and to EDU 415/515 Special Education Course schedule
 - providing instructional materials by requiring the text *Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching* by Berninger, V.W. & Wolf, B.J. (2016)
 - and developing assessments which measure the candidates understanding(s) of these concepts

E-1 Structured Language Teaching: Phonology	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
1. Identify the general and specific goals of phonological skill instruction	EDU 427/528 Literacy Methods K-8: Class 11	Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i> . Allyn & Bacon Chapter 3: Rethinking Phonemic Awareness-A Cross-Linguistic Transfer Perspective	Reading Reflection #5: (Herrera, et.al.) Chapter 3 – Read and respond to one of the “questions for review and reflection” of your choice. These responses should be a 300-500 word length.	Need to add: <i>Specific conversations answering required questions with the appropriate personal at the candidates practicum placement</i>
2. Know the progression of phonological skill development	EDU 427/528 Literacy Methods K-8: Class 11	Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i> . Allyn & Bacon Chapter 3: Rethinking Phonemic Awareness-A Cross-Linguistic Transfer Perspective	Reading Reflection #5: (Herrera, et.al.) Chapter 3 – Read and respond to one of the “questions for review and reflection” of your choice. These responses should be a 300-500 word length.	
3. Identify the differences among various phonological manipulations...	EDU 427/528 Literacy Methods K-8: Class 11	Phonological Processes www.mommyspeechtherapy.com www.littlebeespeech.com	Practicum Experience Response Scoring Rubric	Practicum Experience Response #6- <i>Give a Phonemic Awareness Inventory on 4 students. After you have administered this assessment, type a 300-500 word report on your findings and how you would use this information for future reading instruction.</i>

4. Understand the principles of phonological skill instruction	EDU 427/528 Literacy Methods K-8: Class 15 EDU 427/528 Literacy Methods K-8: Class 13	<i>Phonics Lessons: Letters, Words, and How They Work</i> , Grades K, 1, and 2 (Heinemann, 2003)	Prepare a Phonological, Phonemic and/or Phonics Lesson MU Lesson Plan Rubric	Teach the Phonological, Phonemic or Phonics lesson
5. Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary	EDU 427/528 Literacy Methods K-8: Class 13	Need to add a stronger connection to this standard:	Need to add:	
6. Understand the phonological features of a second language and how they interfere with English pronunciation and phonics	EDU 427/528 Literacy Methods K-8: Class 12	Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i> . Allyn & Bacon Chapter 3: Rethinking Phonemic Awareness-A Cross-Linguistic Transfer Perspective	Reading Reflection #5: (Herrera, et.al.) Chapter 3 – Read and respond to one of the “questions for review and reflection” of your choice.	Need to add: <i>Specific conversations answering required questions with the appropriate personal at the candidates practicum placement</i>
E-2 Structured Language Teaching: Phonics and Word Recognition	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
1. Know or recognize how to order phonics concepts from easier to more difficult	EDU 427/528 Literacy Methods K-8: Class 14	Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i> . Allyn & Bacon Chapter 4 – Phonics and Cross-Language Transfer	Reading Reflection #6: (Herrera, et.al.) Chapter 4 – Read and respond to one of the “questions for review and reflection” of your choice.	Need to add:
2. Understand principles of explicit and direct teaching	EDU 427/528 Literacy Methods K-8: Class 14 EDU 435/535 Curriculum, Instruction, and Assessment: Class	Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i> . Allyn & Bacon Chapter 4 – Phonics and Cross-Language Transfer	Reading Reflection #6: (Herrera, et.al.) Chapter 4 – Read and respond to one of the “questions for review and reflection” of your choice.	This is part of the MU Lesson plan format used for all of lessons taught by candidates.
3. State the rationale for multisensory and multimodal techniques	Need to add: <i>To EDU 427/528 Literacy Methods K-8 and to EDU 415/515 Special Education Course schedule</i>	Need to add readings from: <i>NSW Department of Education and Training Learning and Development. Literacy teaching guide: Phonics</i>	Need to add:	Need to add:
4. Know the routines of a complete lesson format from the introduction of a word recognition concept to fluent application in meaningful reading and writing	EDU 427/528 Literacy Methods K-8: Class 15	NSW Department of Education and Training Learning and Development. Literacy teaching guide: Phonics	Prepare a Phonological, Phonemic and/or Phonics Lesson MU Lesson Plan Rubric	Teaches lesson in practicum placement

5. Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	Need to add: <i>To EDU 427/528 Literacy Methods K-8 and to EDU 415/515 Special Education Course schedule</i>	Need to add:	Need to add:	Need to add:
E-3 Structured Language Teaching: Fluent, Automatic Reading of Text	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
1. Understand the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read	EDU 427/528 Literacy Methods K-8: Class 17	Rasinski, T. (2015). Why Fluency Matters. <i>Plain Talk About Reading</i> . New Orleans: The Center for Development & Learning.	Need to add:	Need to add:
2. Understand reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction	EDU 427/528 Literacy Methods K-8: Class 17	<i>Literacy in Early Childhood and Primary Education (3-8 years)</i> . (2012). NCCA Research Report No. 15 (p. 73-110)	Practicum Experience Response Scoring Rubric	Practicum Experience Response #8- Give an oral fluency assessment on ten or more of your students. After you have administered this assessment, type a 300-500 word report on your findings and how you would use this information for future fluency instruction.
3. Define and identify examples of text at a student's frustration, instructional, and independent reading level	EDU 427/528 Literacy Methods K-8: Class 17	Need to add:		Need to add:
4. Know sources of activities for building fluency in component reading skills	EDU 427/528 Literacy Methods K-8: Class 18	Becky Iwasaki ■ Timothy Rasinski ■ Kasim Yildirim ■ Belinda S. Zimmerman <i>Let's Bring Back the Magic of Song for Teaching Reading</i> The Reading Teacher · October 2013 https://www.researchgate.net/publication/263172267	Need to add:	Need to add:
5. Know which instructional activities and approaches are most likely to improve fluency outcomes.	EDU 427/528 Literacy Methods K-8: Class 18	Rasinski, T. (2015). Why Fluency Matters. <i>Plain Talk About Reading</i> . New Orleans: The Center for Development & Learning.	Need to add: <i>An assessment which has the candidates linking activities and approaches which are most likely to improve fluency outcomes.</i>	Need to add:
6. Understand techniques to enhance student motivation to read	EDU 427/528 Literacy Methods K-8: Class 16	Jenna Cambria & John T. Guthrie <i>Motivating and engaging students in reading</i> The NERA Journal (2010), Volume 46(1)	Practicum Experience Response Scoring Rubric	Practicum Experience Response #7- Give your students the reading inventory. After you have administered this inventory, type a 300-500 word reflection on your findings and

				how you would use this information for future reading instruction. What kind of readers do you have in your practicum room? What kinds of interests are represented? What kinds of text would you want to make available to your students after looking at their Reading Inventory results?
7. Understand appropriate uses of assistive technology for students with serious limitations in reading fluency	<i>Need to add:</i>	<i>Need to add:</i>	<i>Need to add:</i>	<i>Need to add:</i>
E-4 Structured Language Teaching: Vocabulary	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
1. Understand the role of vocabulary development and vocabulary knowledge in comprehension	EDU 427/528 Literacy Methods K-8: Class 19	Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i> . Allyn & Bacon Chapter 5: Vocabulary Development-a Framework for differentiated and Explicit Instruction	Reading Reflection #7: (Herrera, et.al.) Chapter 5 – Read and respond to one of the “questions for review and reflection” of your choice.	<i>Need to add:</i>
2. Understand the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction	EDU 427/528 Literacy Methods K-8: Class 19		Prepare a Vocabulary lesson MU Lesson Plan Rubric for Best Practices in Vocabulary Instruction	Teach the Vocabulary lesson in the candidates practicum placement
3. Know varied techniques for vocabulary instruction before, during, and after reading	EDU 427/528 Literacy Methods K-8: Class 20	<i>Contemporary Classroom Vocabulary Assessment for Content Areas</i> . Katherine A. Dougherty Stahl, Marco A. Bravo <i>The Reading Teacher</i> , 63(7), pp. 566–578 © 2010 International Reading Association DOI:10.1598/RT.63.7.4 ISSN: 0034-0561 print / 1936-2714 online	Reading Reflection #8: Read the article “Contemporary Classroom Vocabulary Assessment for Content Areas” and create a vocabulary assessment for a content area found in your practicum classroom.	Give the vocabulary assessment the candidate created and score the results. Writing a reflection, the candidate will explain the next steps for 5 students in their vocabulary learning based on the vocabulary assessment results.
4. Understand that word knowledge is multifaceted	EDU 427/528 Literacy Methods K-8: Class 19	Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i> . Allyn & Bacon	<i>Need to add:</i>	<i>Need to add:</i>

		Chapter 5: Vocabulary Development-a Framework for differentiated and Explicit Instruction		
5. Understand the sources of wide differences in students' vocabulary	EDU 427/528 Literacy Methods K-8: Class 19	Need to add:	Practicum Experience Response Scoring Rubric	Practicum Experience Response #9- Give the vocabulary assessment you created to 4 or more students. After you have administered this assessment, type a 300-word report on your findings and how you would use this information for future fluency instruction.
E-5 Structured Language Teaching: Text Comprehension	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
1. Be familiar with teaching strategies that are appropriate before, during, and after reading that promote reflective reading	EDU 427/528 Literacy Methods K-8: Class 21	Institute of Education Sciences. (2010, September). Improving Reading Comprehension in Kindergarten Through 3rd Grade. <i>IES Practice Guide</i> . NCEE U.S. Department of Education .	Lesson plan 3 – Read-Aloud MU Lesson Plan Scoring Rubric	Teach a Read-Aloud comprehension lesson in the candidates practicum placement
2. Contrast the characteristics of major text genres, including narration, exposition, and argumentation	EDU 427/528 Literacy Methods K-8: Class 22	Need to add:	Need to add: <i>An assignment/activity which has the candidates contrasting the characteristics of major text genres, including narration, exposition, and argumentation.</i>	Need to add:
3. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension	EDU 427/528 Literacy Methods K-8: Class 22	Peck, R. (2005). Chapter 1 The Reading-Writing Connection. In R. Olness, <i>Using Literature to Enhance Writing Instruction</i> (pp. 1-9). Newark, DE: International Reading Association.	Need to add:	Need to add:
4. Identify in any text the phrases, clauses, sentences, paragraphs, and “academic language” that could be a source of miscomprehension	EDU 427/528 Literacy Methods K-8: Class 22	Need to add:	Need to add: <i>An assignment/activity which has the candidates identifying in any text the phrases, clauses, sentences, paragraphs, and “academic language” that could be a source of miscomprehension.</i>	Need to add:
5. Understand levels of comprehension including the surface code, text base, and mental model	EDU 427/528 Literacy Methods K-8: Class 21	Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i> . Allyn & Bacon Chapter 6: Strategies-Based comprehension Instruction –	Need to add: <i>An assignment/activity in which the candidates can demonstrate their ability to distinguish the level(s) of comprehension including the surface code, text base, and mental model.</i>	Need to add:

		Linking the Known to the Unknown		
6. Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literacy structures and conventions, and use of skills and strategies for close reading of text	EDU 427/528 Literacy Methods K-8: Class 23	Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i> . Allyn & Bacon Chapter 6: Strategies-Based comprehension Instruction – Linking the Known to the Unknown	Reading Reflection #9: (Herrera, et.al.) Chapter 6 – Read and respond to one of the “questions for review and reflection” of your choice.	Need to add:
E-6 Structured Language Teaching: Handwriting	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
1. Know research-based principles for teaching letter naming and letter formation, both manuscript and cursive	EDU 427/528 Literacy Methods K-8: Class 24	Graham, S. (2009-2010, Winter). Want to Improve Children's Writing? Don't Neglect Their Handwriting. <i>American Educator</i> , pp. 20-40.	Need to add: <i>Assignment/activity which candidates can demonstrate their knowledge of research-based principles for teaching letter naming and letter formation, both manuscript and cursive</i>	Need to add:
2. Know techniques for teaching handwriting fluency	EDU 427/528 Literacy Methods K-8: Class 24	Graham, S. (2009-2010, Winter). Want to Improve Children's Writing? Don't Neglect Their Handwriting. <i>American Educator</i> , pp. 20-40.	Need to add: <i>Assignment/activity which candidates can demonstrate their knowledge of different techniques for teaching handwriting fluency</i>	Need to add:
Spelling	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
1. Recognize and explain the relationship between transcription skills and written expression	EDU 427/528 Literacy Methods K-8: Class 25	Need to add:	Need to add:	Need to add:
2. Identify students levels of spelling development and orthographic knowledge	EDU 427/528 Literacy Methods K-8: Class 25	Loeffler, K. A. (2005). Improving Instruction Through Assessment: No More Friday Spelling Tests? An Alternative Spelling Assessment for Students With Learning Disabilities. <i>Teaching Exceptional Children</i> , 24-27	Need to add: <i>Creating an alternative spelling assessment for students with learning disabilities</i>	Practicum Experience Response #10- Give a spelling diagnostic assessment to 5 struggling students. After you have administered this assessment, type a 300-500 word report on your findings and how you would use this information for future spelling instruction
3. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling	Need to add:	Moats, L. C. (2005-2006, Winter). How Spelling Supports Reading: And Why It Is More Regular and Predicable Than You May	Need to add:	Need to add:

		Think. <i>American Educator</i> , pp. 12-22.		
Written Expression	(1) Content (Syllabi)	(2) Instructional Materials	(3) Assessments	(4) Practicum Requirements
1. Understand the major components and presses of written expression and how they interact	EDU 427/528 Literacy Methods K-8: Class 26	Herrera, S., Perez, D., Escamilla, K., (2010). <i>Teaching Reading to English Language Learners; Differentiated Literacies</i> . Allyn & Bacon Chapter 8-Implications of Culture and Language in Writing	Reading Reflection #10: (Herrera, et.al.) Chapter 8 – Read and respond to one of the “questions for review and reflection” of your choice.	Need to add:
2. Know grade and developmental expectations for students’ writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.	EDU 427/528 Literacy Methods K-8: Class 27		Need to add:	Practicum Experience Response #11- Collect writing samples from a variety of students at your practicum. Using the 6 + 1 Traits Scoring Rubric for the appropriate age group of your collected writing samples, provided specific feedback on what the student(s) did well and what they need to continue to work on.
3. Understand appropriate uses of assistive technology in written expression	Need to add:	Need to add:	Need to add:	Need to add: