



**ISSUED TO: OREGON TEACHER STANDARDS
AND PRACTICES COMMISSION**

**DYSLEXIA STANDARDS
PLAN**

Institution Team:

Elementary Multiple Subjects
Abby Lane
Julie Heffernan, PhD

Reading Intervention
Abby Lane
Gina Biancarosa, PhD
Nancy Nelson, PhD

Special Education
Beth Harn, PhD
Sylvia Thompson, PhD
Elisa Jamgochian, PhD

TSPC Liaison
Julie D. Wren

Dyslexia Standards Plan:

UNIVERSITY OF OREGON
Eugene, Oregon

This report was issued on: 12/31/16

Table of Contents

ELEMENTARY - MULTIPLE SUBJECTS..... 2
READING INTERVENTION 3
SPECIAL EDUCATION – GENERALIST..... 5

DYSLEXIA STANDARDS PLAN

University of Oregon

Elementary - Multiple Subjects

The Elementary – Multiple Subjects program determined that no programmatic changes are required as a result of OAR 584-420-0016 Dyslexia Instruction: Program Standards.

Standard 1: Identify the characteristics that may predict or are associated with dyslexia

Teacher candidates take SPED 511 Foundations of Disability 1 (syllabus attached). This introductory course surveys the range of exceptionalities of individuals aged birth through 21. Particular focus is allocated to school-age students and their special education needs. Course content is organized in three areas: (a) foundation and context of education for individuals with disabilities, (b) characteristics, definitions, and educational considerations for individuals with disabilities, and (c) issues and trends in special education. Individual disabilities will be examined from within- and across-categorical perspectives.

Key Reading: Friend, M. (2011). Special education: Contemporary perspectives for school professionals (4th ed.). Boston: Allyn & Bacon.

Standard 2: Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia

This is addressed in both EDST 640 Constructing Meaning Through Literacy and EDST 641 Developing Thoughtful Literacy Practices (syllabi attached). EDST 640 is designed to introduce teacher candidates to reading instruction within a developmental framework. To this end, teacher candidates explore the theoretical underpinnings of the framework, as well as the core principles of developing a comprehensive and evidence-based reading program. They conceptualize reading as a multidimensional process of making meaning and gaining new information, and as such, teach candidates learn about the cognitive and sociolinguistic development of reading processes that occurs throughout elementary school. Additionally, teacher candidates have opportunities to observe and practice various instructional strategies to support students at all stages of reading and learn how to provide explicit instruction. EDST 641 Developing Thoughtful Literacy Practices continues to focus on instructional methods but also expands to include assessment.

Standard 3: Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia

In EDST 641 Developing Thoughtful Literacy Practices course teacher candidates examine instructional methods for teaching and assessing skills and strategies in key areas of reading. Teacher candidates deepen their understanding of assessment and instruction specifically designed for struggling readers. In addition, you will participate in an authentic lesson cycle designed to engage students in the reading of historical fiction with a focus on developing academic vocabulary and differentiating instruction for children with varying needs.

Standard 4: Apply dyslexia assessment and instruction knowledge to pedagogy practice

In EDST 641 Developing Thoughtful Literacy Practices course teacher candidates examine instructional methods for teaching and assessing skills and strategies in key areas of reading. Teacher candidates deepen their understanding of assessment and instruction specifically designed for struggling readers. In addition, you will participate in an authentic lesson cycle designed to engage students in the reading of historical fiction with a focus on developing academic vocabulary and differentiating instruction for children with varying needs. Specifically, teacher candidates focus in four areas: (1) Analyzing and using individual and class-level *assessment* data to inform instruction and grouping decisions; (2) Developing instructional strategies to meet the needs of *readers who struggle* in various areas of literacy; (3) Recognizing the importance of *academic language* and *vocabulary* in the elementary classroom; and (4) *Differentiating instruction* to meet the needs of diverse students in the mainstream literacy classroom

Reading Intervention

The Reading Intervention program determined that no programmatic changes are required as a result of OAR 584-420-0016 Dyslexia Instruction: Program Standards.

Standard 1: Identify the characteristics that may predict or are associated with dyslexia

In EDLD 612 Reading Interventions (syllabus attached), students develop a common knowledge base on the major components of reading (phonemic awareness, word identification and phonics, fluency, vocabulary and background knowledge, comprehension strategies and motivation). Course readings and discussions focus specifically on identifying characteristics of students who are struggling to learn to read, including students with dyslexia. Additionally, in EDST 616 Language, Power, & Education (syllabi attached), students examine the politics, policies, and practical realities associated with language and literacy in educational settings and how these issues affect all students to some degree. Students taking this course will read and critically discuss issues related to English-only politics, bilingualism, English learners (EL), and non-mainstream U.S. English (MUSE) dialects. The class examines global issues, such as the history of linguistic inclusion and exclusion in U.S. schools, national language policies and debates, the conflation of racism, classism, xenophobia, and linguistic bias, and the importance of language reclamation projects. The class also examines the practical challenges of helping non-English speakers navigate English-based classrooms with minimum difficulty by being an advocate for non-MUSE speakers and for EL students in contemporary anti-immigrant and anti-public education contexts.

Standard 2: Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia

The focus of EDLD 612 Reading Interventions is on providing research-based reading interventions to school age students identified as struggling readers, including English language learners and students at risk for disabilities in reading. Students review a wide range of research-based supplemental and intervention programs, appropriate for students across K-12. They will learn to appropriately place and group students in reading interventions on the basis of student performance data.

Standard 3: Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia

In EDLD 612 Reading Interventions, through a field experience at the CTL Reading Clinic or an instructor-approved placement, students receive training and tutor one or more struggling readers, using a supplemental or intervention program. Strategies to modify programs based on the needs of the learner(s) will be discussed. Through their field experience, students will learn how to collect student performance data during reading instruction, identify areas where students struggle, and propose remedies. Students will also learn how to debrief with a colleague or paraprofessional after an observation and provide needed follow-up support and coaching.

In EDLD 665 Literacy Assessment (syllabus attached), students cover applied knowledge in measurement and assessment with an emphasis on the use of reading, writing, and language assessments for instructional and intervention purposes. The course serves to advance understanding of measurement and assessment issues, including appropriate use (and misuse) of measures, administration of literacy assessments, and interpretation of data for single and multiple students.

Standard 4: Apply dyslexia assessment and instruction knowledge to pedagogy practice

In EDLD 612 Reading Interventions, students complete a minimum of 40 hours of field experience at the CTL Reading Clinic or an approved, alternative placement under the supervision of the course instructor and clinic supervisors. Field experience activities include a combination of class assignments and direct contact time providing one-on-one or small group reading intervention two times per week in 50-minute sessions for the 10-week university term. Students are trained to implement a supplemental or intervention program appropriate for their assigned student. Each student is observed a minimum of two times over the course of the term and debriefs with the course instructor or Clinic staff following each observation. Students are expected to maintain a log documenting field experience hours.

In EDLD 665 Literacy Assessment, one of the major assignments revolves around assessing a K-12 student's literacy, specifically his or her reading. Each student in the course will personally administer two to four reading assessments and assessment batteries to a single reader, who is suspected of struggling with reading in some way. These assessments, a careful analysis of the findings, results interpretation, and support recommendations will form the basis of the student case study.

In EDLD/EDST 609 Practicum, students obtain 90 hours of field-based experience. Show competence in meeting the standards for a Reading Specialist. Specifically, students will focus on: dispositions related to reading and the teaching of reading; utilizing appropriate instructional strategies and curriculum

materials; assessment, diagnosis, and evaluation; creating a literate environment; professional development; and leadership.

Special Education – Generalist

The Special Education - Generalist program determined that no programmatic changes are required as a result of OAR 584-420-0016 Dyslexia Instruction: Program Standards.

The following courses were identified as addressing the OAR Dyslexia Standards within the University of Oregon K-12 Special Education Licensure Program:

SPED 511 Foundations of Disability 1 (3 credits)
 SPED 540 Early Literacy for Diverse Learners (4 credits)
 SPED 541 Intermediate Literacy for Diverse Learners (4 credits)
 SPED 542 Adolescent Literacy for Diverse Learners (4 credits)
 SPED 510 Child and Adolescent Development (3 credits)
 SPED 660 Design of Instruction (4 credits)
 SPED 610 Assessment in Special Education (3 credits)
 SPED 609 Practicum I & II, Final Supervised Field Experience (12-16 credits)
 SPED 588 Professional Practices (3 credits)

All students in this licensure program must take and pass each of these courses (36 credits) to be recommended for licensure and graduation from this 82 credit hour program. Within this document, we have provided, by Dyslexia Standard, the course description, key readings, and key assignments related to each standard (i.e., each course also covers additional objectives). Additional information is given within each of the provided course syllabi as well.

Standard 1: Identify the characteristics that may predict or are associated with dyslexia

The introductory SPED 511 Foundations of Disability 1 course surveys the range of exceptionalities of individuals aged birth through 21. Particular focus is allocated to school-age students and their special education needs. Course content is organized in three areas: (a) foundation and context of education for individuals with disabilities, (b) characteristics, definitions, and educational considerations for individuals with disabilities, and (c) issues and trends in special education. Individual disabilities will be examined from within- and across-categorical perspectives.

Key Reading: Friend, M. (2011). Special education: Contemporary perspectives for school professionals (4th ed.). Boston: Allyn & Bacon.

The SPED 610 Child and Adolescent Development course is designed to provide an overview of child and adolescent development as well as an introduction to the key concepts affecting children and youth with disabilities. Beginning special educators' knowledge of human development goes beyond listing and ordering developmental milestones, and reciting legal definitions of exceptionalities. Beginning special educators understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities. Beginning

special educators are active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options. This course is designed to provide an introduction to these concepts with the primary goal being to prepare students to understand and consider the 'whole' child as future educators. Although much of what is covered will have clear implications for intervention and practice, this is not a methods or techniques course with a "how to" focus. Rather, it provides a foundation for understanding how various factors and processes affect child and adolescent development, which, in turn, allows students to contextualize and evaluate intervention techniques covered in other courses.

The SPED 540 Early Literacy for Diverse Learners course focuses on the development of early literacy for children identified as at-risk, needing special education, or from other diverse cultural and/or linguistic backgrounds. The role of language and vocabulary development will be examined along with evidence-based approaches for developing oral language and beginning reading and writing skills for students with limited opportunities. Systematic approaches to identifying and supporting students using screening and formative assessments and school-wide models will be presented. Opportunities to translate theory into practice through field-based applications of methods and delivery strategies will be provided through assigned field-based projects and in-class simulations.

The SPED 541 Intermediate Literacy for Diverse Learners course focuses on instructional strategies for designing and delivering effective literacy instruction and content area supports for at-risk students and students with diverse learning, cultural and/or linguistic needs in special and general education. Strategies for intermediate reading include decoding, fluency, vocabulary, and narrative and expository comprehension. Writing strategies include the writing process, paragraph writing, spelling, writing conventions, and self-regulation. Inclusive supports for students will be addressed through topics on functional and community based reading instruction, assistive technology, universal design for learning, and self-regulatory strategies. Opportunities to translate theory into practice through field-based applications of methods and delivery strategies will be provided through assigned field-based projects and in-class simulations.

The SPED 542 Adolescent Literacy for Diverse Learners course focuses on instructional strategies and content for literacy instruction (reading and writing) that meet the academic and functional needs of middle and high school students with disabilities. The purpose of this course is to give you the skills to (a) provide instruction to a diverse range of middle and high school students, including those with disabilities and those who are English Language Learners, (b) use teaching and learning strategies in the areas of reading and writing, and (c) design learning environments that promote high achievement in reading and writing.

Standard 2: Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia

The SPED 540 Early Literacy for Diverse Learners course focuses on the development of early literacy for children identified as at-risk, needing special education, or from other diverse cultural and/or linguistic backgrounds. The role of language and vocabulary development will be examined along with evidence-based approaches for developing oral language and beginning reading and writing skills for students with limited opportunities. Systematic approaches to identifying and supporting

students using screening and formative assessments and school-wide models will be presented. Opportunities to translate theory into practice through field-based applications of methods and delivery strategies will be provided through assigned field-based projects and in-class simulations.

Key Readings:

- Honig, B, Diamond, L., & Gutlohn, L. (2013). *Teaching reading sourcebook*. (updated 2nd ed.). Novato, CA: Arena Press.
- Diamond, L., & Thorsnes, L. (Eds.) (2008). *Assessing Reading Multiple Measures*. (2nd ed.). Novato, CA: Arena Press.
- Dickinson, D., & Tabors, P. (2001). *Beginning literacy with language: Young children learning at home and at school*. Baltimore, MD: Brookes Publishing.

Key Assignments:

- Phonological Awareness Instructional Planning and Support: Students will adapt and carry out an instructional plan on phonological awareness to support participation for students with diverse literacy and learning needs including dual language learners in general education settings. Students will select an activity from the Core Teaching Reading Sourcebook, write a lesson plan, create materials, and teach the activity for approximately 5 minutes to a small group of peers during class time.
- Decoding/preschool early language and literacy assessment: The purpose of this assignment is to administer an assessment of phonic skills or early language and literacy, analyze the results, and utilize instructional design principles to develop a 5-day lesson plan to teach phonic or early literacy skills. Students will also practice error analysis and report writing skills. Students will conduct an assessment with a young child with diverse learning needs participating in the Center for Teaching and Learning Reading Clinic or an early childhood classroom. Students will assess the student's current level of performance, write an assessment report, determine appropriate instructional goals and objectives, and develop a weekly lesson plan to teach beginning phonics.
- Comprehension Reading Instructional Plan: Students will design vocabulary and comprehension instruction for young readers, at-risk for, or with a reading/language disabilities. The lesson will include instructional activities to teach vocabulary and comprehension, integrating procedures including task and concept analysis, effective delivery and design principles, and specific skill and strategy knowledge.

The SPED 541 Intermediate Literacy for Diverse Learners course focuses on instructional strategies for designing and delivering effective literacy instruction and content area supports for at-risk students and students with diverse learning, cultural and/or linguistic needs in special and general education. Strategies for intermediate reading include decoding, fluency, vocabulary, and narrative and expository comprehension. Writing strategies include the writing process, paragraph writing, spelling, writing conventions, and self-regulation. Inclusive supports for students will be addressed through topics on functional and community based reading instruction, assistive technology, universal design for learning, and self-regulatory strategies. Opportunities to translate theory into practice through field-based applications of methods and delivery strategies will be provided through assigned field-based projects and in-class simulations.

Key Readings:

- Honig, B, Diamond, L., & Gutlohn, L. (2008). *Teaching reading sourcebook*. (2nd ed.). Novato,

CA: Arena Press.

Diamond, L., & Thorsnes, L. (Eds.) (2008). *Assessing Reading Multiple Measures*. (2nd ed.).

Novato, CA: Arena Press.

Oregon Department of Education. (2012). *Oregon Literacy Plan: K-12 Writing: Assessment and Instruction*. Available in the UO Bookstore

Harn, B., & Chard, D. (2008). *Teaching Tutorial 6: Repeated readings to promote fluency*.

Division for Learning Disabilities (DLD) of the Council for Exceptional Children (CEC).

Retrieved from http://www.teachingld.org/members_only/teaching_tutorials/repeatedreading/default.cfm

Hudson, M. E., Browder, D., & Wakeman, S. (2013). Helping students with moderate and Severe intellectual disability access grade-level text. *Teaching Exceptional Children*, 45(3), 14-23.

Jones Ault, M., & Griffen, A. K. (2013). Teaching with the system of least prompts. *Teaching Exceptional Children*, 45(3), 46-53.

Lembke, E. S., & Busch, T.W. (2004). *Teaching tutorial 4: Curriculum-based measurement in reading: Oral fluency*. Division for Learning Disabilities (DLD) of the Council for Exceptional Children (CEC). Retrieved from

http://www.teachingld.org/members_only/teaching_tutorials/maze/default.cfm

Key Assignments:

- IRIS Module Secondary Reading Instruction Assignment: Students will complete the assessment related to the IRIS Module Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in Content Areas. <http://iris.peabody.vanderbilt.edu/module/sec-rdng/>
- Instructional Level Assessment: Students will assess a child's current level of performance, evaluate results, determine appropriate placement in reading curriculum, write instructional goals, and make instructional recommendations. This assignment will give students the opportunity to practice administering an oral reading fluency measure to determine a student's reading levels (independent, instructional, frustrational), write fluency goals aligned with Oregon content standards, and make instructional recommendations to achieve those goals.
- Content Reading Lesson. Students will design a content reading lesson to teach specific decoding, vocabulary, and comprehension skills and strategies integrating effective teaching principles. The purpose of this assignment is to develop an instructional reading lesson focused on a content unit (informational text) incorporating before, during, and after reading strategies that will enhance student comprehension, including vocabulary word-learning strategies, graphic organizers, guided reading strategies using QARs, and other comprehension supports.
- IRIS Module Improving Writing Performance Assignment: Students will complete the knowledge quiz related to the IRIS Module Improving Writing Performance: A Strategy for Writing Persuasive Essays. <http://iris.peabody.vanderbilt.edu/module/pow/#content>.

The SPED 542 Adolescent Literacy for Diverse Learner course focuses on instructional strategies and content for literacy instruction (reading and writing) that meet the academic and functional needs of middle and high school students with disabilities. The purpose of this course is to give you the skills to (a) provide instruction to a diverse range of middle and high school students, including those with disabilities and those who are English Language Learners, (b) use teaching and learning strategies in the areas of reading and writing, and (c) design learning environments that promote high achievement in reading and writing.

Key Readings:

- Boon, R. T., & Spencer, V. G. (2013). *Adolescent literacy: Strategies for content comprehension in inclusive classrooms*. Baltimore, MD: Paul H. Brookes.
- Honig, B, Diamond, L., & Gutlohn, L. (2008). *Teaching reading sourcebook*. (2nd ed.). Novato, CA: Arena Press.
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C.C., Salinger, R., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE #2008-4027). Washington, D.C.: National Center for Education Evaluation and Regional Assistance.
- Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.
- Sedita, J. (2015). Learning to write and writing to learn. In M. C. Hougen (Ed.), *Fundamentals in literacy instruction and assessment* (pp. 97-113). Baltimore, MD: Paul H. Brookes.

Key Assignments:

- The IRIS Center for Training Enhancements. (2014). *Secondary reading instruction (Part 2): Deepening middle school content-area learning with vocabulary and comprehension strategies*. Retrieved on March 20, 2015 from <http://iris.peabody.vanderbilt.edu/module/sec-rdng2/>
- The IRIS Center for Training Enhancements. (2008). *CSR: A reading comprehension strategy*. Retrieved on March 20, 2015 from <http://iris.peabody.vanderbilt.edu/csr/chalcycle.htm>

The SPED 660 Design of Instruction course is designed to provide graduate level students with information on the design of instruction for students with diverse learning needs. Topics will include (a) theory of instruction, (b) principles of instructional design, and (c) application of design principles to develop, modify, and evaluate instructional sequences and curriculum programs. The design principles will be applied and illustrated with different types of knowledge forms across various content areas, developmental levels, and diverse populations of students.

Key Readings:

- Archer, A. & Hughes, C. (2011). *Explicit Instruction: Effective & Efficient Teaching*. Guilford Press. NY
- Clarke, R., Kirschner, P., & Sweller, J (2012). *Putting students on the path to learning: The case for fully guided instruction*. *American Educator*, 36, 6-11.
- Coyne, M. D., Kame'enui, E. J. & Carnine, D. W. (2011). *Effective teaching strategies that accommodate diverse learners* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Teaching Academic Content and Literacy to English Learners in Elementary and Middle School: <http://ies.ed.gov/ncee/wwc/PracticeGuide/19>
- Watkins, C. & Slocum, T. (2004). *The components of Direct Instruction*. In N. E. Marchand-Martella, T. A. Slocum, & R. C. Martella (Eds.), *Introduction to Direct Instruction* (pp. 28-65). Boston, MA: Allyn & Bacon.

Key Assignments:

- Design Project 1: Students will evaluate a portion of a commercially-published curricular program (in use within a local setting) by applying instructional design principles and relating to the Common Core Curriculum Standards/Oregon Department of Education Standards and evaluate its strengths and weaknesses for working with students with diverse learning needs including learning disability, dyslexia, and English Learners.

- Design Project 2: Students will be given some reading or science materials to evaluate and enhance using instructional design principles as well as develop an evaluation plan for a student with a reading disability/dyslexia

Standard 3: Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia

The SPED 610 Special Education Assessment course provides students with knowledge of current concepts and issues in the area of assessment in special education, with knowledge and practice in administering a standardized assessment as well as curriculum based assessments. Current issues in assessment such as assessing students from diverse backgrounds and response to intervention (RTI) will be covered.

Key Readings:

- Bateman, B. D. & Herr, C. M. (2006). *Writing measurable IEP goals and objectives*. Verona, WI: Attainment.
- Herr, C. M. & Bateman, B. D. (2012). *Writing measurable functional and transition IEP goals*. Verona, WI: Attainment.
- Hosp, M. K., Hosp, J. L., and Howell, K. W. (2016). *The ABCs of CBM: A practical guide to curriculum-based measurement* (2nd ed.). New York, NY: Guilford.
- Overton, T. (2016). *Assessing learners with special needs: An applied approach*. Boston, MA: Pearson.
- Mather, N., & Woodcock. R. (2001). *Woodcock-Johnson – III Tests of Achievement: Examiner’s manual*. Rolling Meadows, IL: Riverside. [will be provided]
- Oregon Department of Education. (2015). *Special education assessment process for culturally and linguistically diverse (CLD) students: 2015 revision*. Salem, OR: Oregon Department of Education.

Key Assignments:

- Complete and pass the mastery assessment on administering and scoring the Woodcock Johnson III.
- Complete and pass the mastery assessment on administering and scoring curriculum-based measures related to early literacy, reading, spelling, writing, and mathematics.

SPED 540 Early Literacy for Diverse Learners

This course focuses on the development of early literacy for children identified as at-risk, needing special education, or from other diverse cultural and/or linguistic backgrounds. The role of language and vocabulary development will be examined along with evidence-based approaches for developing oral language and beginning reading and writing skills for students with limited opportunities. Systematic approaches to identifying and supporting students using screening and formative assessments and school-wide models will be presented. Opportunities to translate theory into practice through field-based applications of methods and delivery strategies will be provided through assigned field-based projects and in-class simulations.

Key Readings:

- Honig, B, Diamond, L., & Gutlohn, L. (2013). *Teaching reading sourcebook*. (updated 2nd ed.). Novato, CA: Arena Press.
- Diamond, L., & Thorsnes, L. (Eds.) (2008). *Assessing Reading Multiple Measures*. (2nd ed.). Novato, CA: Arena Press.

Key Assignment:

- Decoding/preschool early language and literacy assessment: The purpose of this assignment is to administer an assessment of phonic skills or early language and literacy, analyze the results, and utilize instructional design principles to develop a 5-day lesson plan to teach phonic or early literacy skills. Students will also practice error analysis and report writing skills. Students will conduct an assessment with a young child with diverse learning needs participating in the Center for Teaching and Learning Reading Clinic or an early childhood classroom. Students will assess the student's current level of performance, write an assessment report, determine appropriate instructional goals and objectives, and develop a weekly lesson plan to teach beginning phonics

The SPED 541 Intermediate Literacy for Diverse Learners course focuses on instructional strategies for designing and delivering effective literacy instruction and content area supports for at-risk students and students with diverse learning, cultural and/or linguistic needs in special and general education. Strategies for intermediate reading include decoding, fluency, vocabulary, and narrative and expository comprehension. Writing strategies include the writing process, paragraph writing, spelling, writing conventions, and self-regulation. Inclusive supports for students will be addressed through topics on functional and community based reading instruction, assistive technology, universal design for learning, and self-regulatory strategies. Opportunities to translate theory into practice through field-based applications of methods and delivery strategies will be provided through assigned field-based projects and in-class simulations.

Key Readings:

- Honig, B, Diamond, L., & Gutlohn, L. (2008). *Teaching reading sourcebook*. (2nd ed.). Novato, CA: Arena Press.
- Diamond, L., & Thorsnes, L. (Eds.) (2008). *Assessing Reading Multiple Measures*. (2nd ed.). Novato, CA: Arena Press.
- Oregon Department of Education. (2012). *Oregon Literacy Plan: K-12 Writing: Assessment and Instruction*.
- Harn, B., & Chard, D. (2008). Teaching Tutorial 6: Repeated readings to promote fluency. Division for Learning Disabilities (DLD) of the Council for Exceptional Children (CEC). Retrieved from http://www.teachingld.org/members_only/teaching_tutorials/repeatedreading/default.cfm
- Hudson, M. E., Browder, D., & Wakeman, S. (2013). Helping students with moderate and severe intellectual disability access grade-level text. *Teaching Exceptional Children*, 45(3), 14-23.
- Lembke, E. S., & Busch, T.W. (2004). Teaching tutorial 4: Curriculum-based measurement in reading: Oral fluency. Division for Learning Disabilities (DLD) of the Council for Exceptional Children (CEC). Retrieved from http://www.teachingld.org/members_only/teaching_tutorials/maze/default.cfm

Key Assignment:

- Instructional Level Assessment (course objectives 2, 3, 4, 9; 95 points): Students will assess a child's current level of performance, evaluate results, determine appropriate placement in reading curriculum, write instructional goals, and make instructional recommendations. This assignment will give students the opportunity to practice administering an oral reading fluency measure to determine a student's reading levels (independent, instructional, frustrational), write fluency goals aligned with Oregon content standards, and make instructional recommendations to achieve those goals.

The SPED 542 Adolescent Literacy for Diverse Learners course focuses on instructional strategies and content for literacy instruction (reading and writing) that meet the academic and functional needs of middle and high school students with disabilities. The purpose of this course is to give you the skills to (a) provide instruction to a diverse range of middle and high school students, including those with disabilities and those who are English Language Learners, (b) use teaching and learning strategies in the areas of reading and writing, and (c) design learning environments that promote high achievement in reading and writing.

Key Readings:

- Boon, R. T., & Spencer, V. G. (2013). *Adolescent literacy: Strategies for content comprehension in inclusive classrooms*. Baltimore, MD: Paul H. Brookes.
- Honig, B, Diamond, L., & Gutlohn, L. (2008). *Teaching reading sourcebook*. (2nd ed.). Novato, CA: Arena Press.
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C.C., Salinger, R., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE #2008-4027). Washington, D.C.: National Center for Education Evaluation and Regional Assistance.
- Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.
- Sedita, J. (2015). Learning to write and writing to learn. In M. C. Hougen (Ed.), *Fundamentals in literacy instruction and assessment* (pp. 97-113). Baltimore, MD: Paul H. Brookes.

Key Assignments:

- The IRIS Center for Training Enhancements. (2014). *Secondary reading instruction (Part 2): Deepening middle school content-area learning with vocabulary and comprehension strategies*. Retrieved on March 20, 2015 from <http://iris.peabody.vanderbilt.edu/module/sec-rdng2/>

The SPED 660 Design of Instruction course is designed to provide graduate level students with information on the design of instruction for students with diverse learning needs. Topics will include (a) theory of instruction, (b) principles of instructional design, and (c) application of design principles to develop, modify, and evaluate instructional sequences and curriculum programs. The design principles will be applied and illustrated with different types of knowledge forms across various content areas, developmental levels, and diverse populations of students.

Key Readings:

- Archer, A. & Hughes, C. (2011). *Explicit Instruction: Effective & Efficient Teaching*. Guilford Press. NY
- Broxterman K. & Whalen, A. (2013). *RtI Team Building: Effective Collaboration and Data-Based Decision Making*. New York: Guilford Press. Specific chapters: Data-Based Benchmark Assessment and Screening Decisions; Data-Based Intervention Planning Decisions; Data-

Based Progress Monitoring Decisions.

Salvia, J., Ysseldyke, J.E., & Bolt, S. (2012). *Assessment: In special and inclusive education* (12th ed.). Boston, MA: Houghton Mifflin

Key Assignment:

- Design Project 2: Students will be given some reading or science materials to evaluate and enhance using instructional design principles as well as develop an evaluation plan for a student with a reading disability/dyslexia

Standard 4: Apply dyslexia assessment and instruction knowledge to pedagogy practice

The SPED 588 Professional Practices & SPED 609 Practicum I, II, and SPED 655 Final Supervised Field Experience (Taken simultaneously)

The SPED 588 is a seminar is designed to assist students in meeting the requirements for Practicum I, II, and Final Supervised Field Experience (FSFE) and to continue professional preparation for the “K-12 Special Educator” license. Teacher candidates are expected to independently apply the foundational skills and knowledge from coursework in their field placement. During Practicum I, students are placed in an elementary-level field site to deliver an evidenced-based reading program with students who have been identified as having a disability for a minimum of 5 hours a week. During Practicum II (min. 10 hours a week) and the FSFE (min. 15 hours a week), teacher candidates may also have additional opportunity to deliver evidenced-based reading instruction; however, all candidates must also have experiences in middle/high school settings as well as working with students with moderate to severe disabilities as part of their overall clinical experience across the program. Each candidate is assigned a field placement for each practicum and FSFE and also has a university Practicum Supervisor to aid in the application of new skills in the field. Additional instruction in the seminar includes IEP planning and preparation, additional methods for instructional planning, new assessment and data collection strategies, cultural competence, preparation for the edTPA, and overall support in developing competency to be a special education teacher.

Key Readings:

Archer, A. L. & Hughes, C. A. (2011). *Explicit instruction*. Guilford Press: New York, NY.

Baird, B.N. (2014). *The internship, practicum, and field placement handbook: A guide for the helping professions* (7th ed.). Prentice Hall: Upper Saddle River, NJ.

Bateman, B. D. & Linden, M. A. (2006). *Better IEPs: How to develop legally correct and educationally useful programs* (3rd ed.). Sopris West: Longmont, CO.

Herr, C. M. & Bateman, B. D. (2012). *Writing measurable functional and transition IEP goals*. Sopris West: Longmont, CO.

Parkay, F.W. & Stanford, B.H. (2012). *Becoming a Teacher* (9th ed.). Merrill: Upper Saddle River, NJ.

Key Assignment:

- Develop and demonstrate the basic components of instructional planning by developing and implementing a “unit” of instruction in a formal work sample. Students will have demonstrated initial competence in the sub-skills (unit planning, lesson planning, data collection, reflection on teaching and student learning, and summarizing student progress), and are now expected to refine these skills and apply them to a new context. The work sample will also allow candidates to

practice the prescribed formats for the edTPA performance assessment to be used during student teaching. The edTPA is completed during the FSFE as well.

EDLD 612: Reading Interventions

Winter 2016

Mondays 5:00-8:50 p.m.

Distance Education Course

CRN: 22076 or 26424

4 credits

Faculty Instructors	Email	Office	Phone	Office hours
Nancy J. Nelson, Ph.D., NCSP <i>CTL Reading Clinic Director</i>	nnelson3@uoregon.edu	RRP 223	6-8446	By appt.
Christian T. Doabler, Ph.D.	cdoabler@uoregon.edu	RRP 108	6-8358	By appt.

Course Description:

This course is required to complete the requirements for either the Multilingual/Multicultural or Literacy Leadership emphases of the Reading Endorsement Program. The course will focus on providing research-based reading interventions to school age students identified as struggling readers, including English language learners and students at risk for disabilities in reading. The course will begin by developing a common knowledge base on the major components of reading (phonemic awareness, word identification and phonics, fluency, vocabulary and background knowledge, comprehension strategies and motivation). Students will review a wide range of research-based supplemental and intervention programs, appropriate for students across K-12. They will learn to appropriately place and group students in reading interventions on the basis of student performance data. Through a field experience at the CTL Reading Clinic or an instructor-approved placement, students will receive training and tutor one or more struggling readers, using a supplemental or intervention program. Strategies to modify programs based on the needs of the learner(s) will be discussed. Through their field experience, students will learn how to collect student performance data during reading instruction, identify areas where students struggle, and propose remedies. Students will also learn how to debrief with a colleague or paraprofessional after an observation and provide needed follow-up support and coaching.

Clinic Field Experience: Students will complete a minimum of 40 hours of field experience at the CTL Reading Clinic or an approved, alternative placement under the supervision of the course instructor and clinic supervisors. Field experience activities will include a combination of class assignments and direct contact time providing one-on-one or small group reading intervention two times per week in 50-minute sessions for the 10-week university term. Students will be trained to implement a supplemental or intervention program appropriate for their assigned student. Each EDLD 612 student will be observed a minimum of two times over the course of the term and will debrief with the course instructor or Clinic staff following each observation. Students will be expected to maintain a log documenting field experience hours.

Required Texts:

Moats, L.C. (2009). *Language essentials for teachers of reading and spelling (LETRS) Module 2: The speech sounds of English: Phonetics, phonology, and phoneme awareness (2nd Edition)*. Longmont, CO: Sopris West Educational Services.

O'Connor, R. E. (2007). *Teaching word recognition: Effective strategies for students with learning difficulties*. New York: The Guilford Press.

Recommended Text:

Carnine, D. W., Silbert, J., Kame'enui, E. J., Tarver, S. G., & Jungjohann, K. (2006). *Teaching struggling and at-risk readers*. Upper Saddle River, NJ: Pearson Education, Inc.

Other Required Readings:

August, D., & Shanahan, T. (2006). *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: The Guilford Press

Chapter 3: *Introducing vocabulary*

Chapter 4: *Developing vocabulary in the earliest grades*.

Chapter 5: *Developing vocabulary in the later grades*.

Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2004). *Direct instruction reading (4th Edition)*. Upper Saddle River, NJ: Pearson Education, Inc.

Chapter 20: *Vocabulary Instruction*

Chard, D. J., Vaughn, S., & Tyler, B. J. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities, 35*, 386-406.

Coyne, M. D., Chard, D. J., Zipoli, R. P., & Ruby, M. F. (2011). Effective strategies for teaching reading comprehension. In M. D. Coyne, E. J. Kame'enui & D. W. Carnine (Eds.), *Effective teaching strategies that accommodate diverse learners (4th Edition)* (pp. 85-116). Upper Saddle River, NJ: Pearson Education, Inc.

Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading, 9*, 167-188.

Graham, S., & Harris, K. R. (2013). Common cores state standards, writing, and students with LD: Recommendations. *Learning Disabilities Research & Practice, 28*, 28-37.

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide (NCEE 2007-4011)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

- Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.
- Hudson, R. F., Lane, H.B., Pullen, P.C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58, 702-714.
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York: Guilford Press.
Chapter 4: *Text Structure and Reading Comprehension*.
Chapter 5: *Instructional Practices That Promote Reading Comprehension*
- Moats, L.C. (2005-2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-22, 42-43.
- Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58, 510-519.
- Sayeski, K. L. (2011). Effective spelling instruction for students with learning disabilities. *Intervention in School and Clinic*, 47, 75-81.

COURSE STRUCTURE

This course is a hybrid course that utilizes asynchronous online materials in addition to synchronous (i.e., live) meetings. We will use a blend of lectures, activities, group discussion (in asynchronous and synchronous forms), and assignments. Attendance during *synchronous* course meeting times is required only one day per week three times during the term, with the rest of “seat time” being completed *online*, independently on each student’s own schedule by specific due dates. If you require special arrangements for any class activities or assignments, please contact Dr. Nelson or Dr. Doabler as soon as possible.

Synchronous (“live”) Meetings:

For all “live” class sessions, we will meet via Adobe Connect. These synchronous class meetings will be held three times during the term:

- Monday, 1/4, 5:00-7:00 p.m. (Week 1)
- Monday, 2/1, 5:00-7:00 p.m. (Week 5)
- Monday, 3/7, 5:00-7:00 p.m. (Week 10)

Note that because this course involves a field experience representing one of your four course credits, we will not meet the full time indicated in the UO class schedule.

Students are expected to have completed previously assigned reading and assigned online material prior to each class meeting. When you attend these synchronous sessions via Adobe Connect it is expected that you connect from a workstation that allows you and the rest of attendees to give full attention to the course meeting. Typically, this means that you do not connect from a public space or other location high in activity, that you wear headphones to reduce external audio interference, and that your workstation allows you to hard-wire connect to the Internet. Attendance and participation in synchronous meetings constitutes approximately 10% of your grade.

Online Materials:

Online lectures and activities will be available on the ObaVerse website. You will also find direct links to the general and technical discussion boards here. Materials are organized by week. Within each week’s folder of materials, you will find a folder with reading assignments and a series of Learning Modules; the latter have an icon that looks like a binder. You must complete ALL the modules for a given week by the following Monday at 5:00 p.m. For example, Week 1 materials should be reviewed and any required follow up or activities are due by the Monday of Week 2 at 5 p.m.

Within the modules, you will find one or more video links, which contain prerecorded lectures. You will also find links to external websites, activities, discussion boards, and quizzes. Note that sometimes you will be required to complete the content in a given sequence and other times you may be able to choose your own order for completion. You must complete ALL the content in each module as directed. On average, each week’s online content should take three hours to complete. If you find that you are spending more time on asynchronous content, please contact Dr. Nelson or Dr. Doabler. On-time completion of asynchronous activities is part of expected participation and constitutes approximately 10% of your grade.

COURSE CALENDAR

Week	Class Topic(s)	Readings/Assignments Due	Field Experience
1 01/04/16 Traditional	<ul style="list-style-type: none"> • Course introduction • Field experience information • Synchronous and asynchronous processes and troubleshooting <p><u>Assignments Introduced:</u></p> <ul style="list-style-type: none"> • Program Review • Initial Case Report • Instructional Reflection #1 	<p>No assigned readings. This session will provide students with a detailed description of course content and assignments.</p> <p><u>Synchronous Class Activities:</u> TBA</p>	<p>CTL Reading Clinic:</p> <ul style="list-style-type: none"> • Clinic Orientation <p>Non-Clinic setting: TBD</p>
2 01/11/16 Online	<ul style="list-style-type: none"> • Overview of the “Big 5” as identified by the National Reading Panel • Phonemic Awareness • Word Identification and Phonics 	<p>Moats, Module 2, Ch 1-2 & 5 O’Conner, Ch 2</p> <p>ASSIGNMENTS DUE</p> <ul style="list-style-type: none"> • Program Review Part 1 <p><u>Asynchronous Class Activities:</u> TBA</p>	<p>CTL Reading Clinic:</p> <ul style="list-style-type: none"> • Program training <p>Non-Clinic setting: TBD</p>
3 01/18/16 Online	<ul style="list-style-type: none"> • Sight word development • Instructional strategies for phonemic awareness, word ID & phonics 	<p>Moats Module 2 Chapter 6 O’Conner Chapters 3-6 Ehri (2005)</p> <p><u>Asynchronous Class Activities:</u> TBA</p>	<p>CTL Reading Clinic:</p> <ul style="list-style-type: none"> • Begin tutoring • Weekly tutor meeting <p>Non-Clinic setting: TBD</p>

<p>4</p> <p>01/25/16 Online</p>	<ul style="list-style-type: none"> Advanced word study Reading fluency Instructional strategies for advanced word study and reading fluency 	<p>O'Conner Chapters 7-9 Pikulski & Chard (2005) Chard, Vaughn, & Tyler (2002) Hudson, Lane, & Pullen (2005) Boardman et al. (2008): pp. 5-7, 27-31</p> <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> Initial Case Report Instructional Reflection #1 <p><u>Asynchronous Class Activities:</u> TBA</p>	<p>CTL Reading Clinic:</p> <ul style="list-style-type: none"> Continue tutoring Weekly tutor meeting <p>Non-Clinic setting: TBD</p>
<p>5</p> <p>02/01/16 Traditional</p>	<ul style="list-style-type: none"> Methods of supervision and feedback part 1: Collecting data during observations Methods of supervision and feedback part 2: Crafting feedback based on student data <p><u>Assignments Introduced:</u></p> <ul style="list-style-type: none"> Interim Case Report & Summary Case Report Case Presentation Instructional reflections #2 and #3 	<p>No new readings this week</p> <p><u>Synchronous Class Activities:</u> TBA</p>	<p>CTL Reading Clinic:</p> <ul style="list-style-type: none"> Continue tutoring Weekly tutor meeting <p>Non-Clinic setting: TBD</p>
<p>6</p> <p>02/08/16 Online</p>	<ul style="list-style-type: none"> Vocabulary and related instructional strategies 	<p>Carnine et al. (2004): Chapter 20 Beck et al. (2002): Chapters 3, 4 and 5</p> <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> Interim Case Report <p><u>Asynchronous Class Activities:</u> TBA</p>	<p>CTL Reading Clinic:</p> <ul style="list-style-type: none"> Continue tutoring Weekly tutor meeting <p>Non-Clinic setting: TBD</p>
<p>7</p> <p>02/15/16 Online</p>	<ul style="list-style-type: none"> Reading comprehension and related instructional strategies 	<p>Klingner et al. (2007): Chapters 4 and 5 Coyne et al. (2011)</p> <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> Program Review, Part II Instructional Reflection #2 <p><u>Asynchronous Class Activities:</u> TBA</p>	<p>CTL Reading Clinic:</p> <ul style="list-style-type: none"> Continue tutoring Weekly tutor meeting <p>Non-Clinic setting: TBD</p>
<p>8</p> <p>02/22/16 Online</p>	<ul style="list-style-type: none"> Writing and spelling Working with English Learners and other special populations 	<p>August & Shanahan (2006) Gersten et al. (2007) Graham et al. (2012) Graham & Harris (2013) Moats (2005-2006)</p>	<p>CTL Reading Clinic:</p> <ul style="list-style-type: none"> Continue tutoring Weekly tutor meeting <p>Non-Clinic setting: TBD</p>

		Sayeski (2011) <u>Synchronous Class Activities:</u> TBA ASSIGNMENTS DUE: • Program Review, Part III	
9 02/29/16 Online	<ul style="list-style-type: none"> • Choosing and implementing interventions • Principles for professional development and coaching 	No new readings this week <u>Asynchronous Class Activities:</u> TBA	CTL Reading Clinic: <ul style="list-style-type: none"> • Continue tutoring • Weekly tutor meeting Non-Clinic setting: TBD
10 03/07/16 Traditional	<ul style="list-style-type: none"> • Case presentations • Debrief field experience 	No new readings this week ASSIGNMENTS DUE: <ul style="list-style-type: none"> • Instructional Reflection #3 • Case Presentation <u>Synchronous Class Activities:</u> Tutor Survey	CTL Reading Clinic: <ul style="list-style-type: none"> • Continue tutoring • Weekly tutor meeting Non-Clinic setting: TBD
11 03/14/16 No class meeting	FINALS WEEK – NO CLASS	FINAL ASSIGNMENT DUE: <ul style="list-style-type: none"> • Summary Case Report • Field Experience Hours Log 	<u>No</u> CTL Reading Clinic or Non-Clinic Tutoring <u>EXCEPT</u> make-up sessions

COURSE PARTICIPATION AND ASSIGNMENTS

Students are expected to attend all class sessions and participate in class discussions by posing comments or asking questions, and working actively during small group activities. When required to finish a synchronous class discussion or to participate in an asynchronous class discussion, students will utilize features in ObaVerse (e.g., forums). Course assignments will be introduced in course sessions, following the timeline in the course calendar. Due dates for each assignment are also provided in the course calendar. When assignments are introduced, rubrics for grading will be shared to inform students about expectations and criteria for each assignment. A general description of each course assignment is as follows:

Program Review: Students will be assigned to individually or in small groups (2-3 students) to review a research-based supplemental or intervention program targeting reading skills. The course instructor will assign students programs to review on the basis of availability of materials. Each group will review a different program. CTL Reading Clinic

tutors will check out program materials from the Clinic curriculum library (located in the Education Annex, the “little red schoolhouse” outside HEDCO). Students in non-Clinic tutor placements may use program materials available in their tutor settings, if approved in advance by the course instructor. The Program Review will consist of three parts:

- Part I: Discussion board post about the availability of programs at your school site and/or programs you are particularly interested in reviewing to inform program and group assignment
- Part II: The group will prepare and post a written summary of the program on ObaVerse, including the components outlined in the assignment rubric.
- Part III: Individual students will review 2 group summaries posted on ObaVerse and comment on the forum.

Instructional Reflections: Students will video record their own instruction, including students participating in sessions with consent to be recorded, and reflect upon their instructional practice three times during the term. Instructional reflections will be submitted via ObaVerse. Additional instructions about how to submit reflections will be provided with the assignment rubric when the assignment is introduced in class. The Instructional Reflections Assignment will consist of three parts:

- Part I: Baseline Reflection: Video record your own instruction in the first week of tutoring, watch the video, and identify three areas of strength and three areas for improvement.
- Part II: Interim Reflection: Video record your own instruction in the third week of tutoring, watch the video, identify three areas of strength and three areas for improvement, and comment on student response to instruction.
- Part III: Final Reflection: Video record your own instruction in the sixth week of tutoring, watch the video, identify three areas of strength and three areas for improvement, comment on student response to instruction, and comment on changes in your teaching over the term.

Case Report and Presentation: The Case Report Assignment will consist of four parts:

- Part I: Initial Case Report: Describe the student you are tutoring, including assessment results that informed program placement, the intervention they are receiving, and expectations for improvement.
- Part II: Interim Progress Report: Describe additional assessment results, student progress in the program, and modifications to student instruction on the basis of student performance.
- Part III: Case Presentation: Prepare a presentation on your assigned student. Provide information on the student’s grade, skill level based on in-take assessment data, and reading intervention provided by the school. Describe the intervention used, modifications made to the program for the student, and any other added lesson activities. Summarize the student’s progress using in-program and out-of-program assessment results. Include recommendations for next steps. Present your case to the class in our week 10 meeting.
- Part IV: Summary Case Report: Describe additional assessment results, since the interim report, student progress in the program, modifications to student

instruction on the basis of student performance, and recommendations for future reading instruction. Incorporate details shared during your case presentation, taking into account feedback from students and instructors.

Field Experience Expectations:

Tutor Training: Students placed in the CTL Reading Clinic will attend four hours of initial program training spread across weeks 1 and 2. Students fulfilling the field experience requirement outside of the CTL Reading Clinic will be responsible for appropriate training in the selected intervention program, with support from the course instructor.

Weekly Tutor Meetings: Students placed in the CTL Reading Clinic will attend weekly tutor meetings in weeks 3-10. Students fulfilling the field experience requirement outside of the CTL Reading Clinic will meet individually or in small groups with the instructor(s) to learn the same content. At these meetings, students will participate in group discussions related to implementing evidence-based reading interventions (e.g., lesson planning, reporting progress to parents and teachers, conducting error analysis, using data to inform adjustments to instruction). During weeks in which a meeting does not occur, students are expected to complete one hour of student-identified professional development.

Tutor Sessions and Participation: Students are expected to deliver instruction for a minimum of two sessions per week, 50 minutes per week, for 9 weeks of the University term. If students require a change in the format (e.g., tutoring more frequently each week but for less time), they should discuss these needs with the course instructor.

BASIS FOR GRADING

Activity	Due Date	Points
Class Participation	Ongoing	50 points
Program Review		
Part I	01/11/16	5 points
Part II	02/15/16	20 points
Part III	02/22/16	10 points
Instructional Reflections		
Reflection #1 (Baseline)	01/25/16	15 points
Reflection #2 (Interim)	02/15/16	20 points
Reflection #3 (Final)	03/07/16	25 points
Case Report and Presentation		
Initial Case Report	01/25/16	15 points
Interim Case Report	02/08/16	20 points
Case Presentation	03/07/16	25 points
Summary Case Report	03/14/16	30 points
Field Experience	Ongoing	55 points
TOTAL		290 points

GRADING SCALE

Letter Grade	Percent of Points
A+	97-100
A	93-96.9
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
NP	< 59.9

STUDENT WORKLOAD EXPECTATIONS

In Class: 3-4 hours/week discussion and note taking

Field Experience: Participate in orientation and program training (2 hours in Week 1, plus 2 hours in week 2), provide two 50-minute tutoring sessions per week (Weeks 3-10), complete written work as assigned (e.g., lesson plans, weekly progress reports, updating data binders), and debrief with supervisor following each observation (20 minutes following each of two observations). Total = 30-40 hours

Outside of Class: 8-10 hours/week reading, studying, and completing assignments

COURSE POLICIES

Attendance

Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student's responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.

- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>

<http://around.uoregon.edu/mandatoryreporting>

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academic, at 346-1399 or lindstrm@uoregon.edu ; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu. Outside the College, you can contact:

- **UO Bias Response Team: 346-1139 or <http://bias.uoregon.edu/whatbrt.htm>**
- **Conflict Resolution Services 346 -0617 or <http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx>**
- **Affirmative action and Equal Opportunity: 346-3123 or <http://aaeo.uoregon.edu/>**

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<https://education.uoregon.edu/academics/student-grievance>) or enter search: student grievance.

In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <http://www.uoregon.edu>. Additional information is available at <http://hr.uoregon.edu/policy/weather.html>.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>

Literacy Assessment

EDLD 665 – 2 Credits
CRNs 11999 and 16760

University of Oregon – College of Education – Educational Methodology, Policy and Leadership

Fall 2016 Term Syllabus

Meeting Days/Time: Thursdays, 5-6:50pm
Location: ONLINE

INSTRUCTOR	
<i>Leilani Sáez</i> Research Assistant Professor College of Education	
Phone:	(831) 521-7639- cell
Fax:	(541) 346-5174
E-mail:	lsaez@uoregon.edu
Office Hours:	By appointment 175 Lokey

2. COURSE OVERVIEW

DESCRIPTION OF SUBJECTS AND TOPICS EXPLORED

This two-credit course covers applied knowledge in measurement and assessment with an emphasis on the use of reading, writing, and language assessments for instructional and intervention purposes. The course serves to advance understanding of measurement and assessment issues, including appropriate use (and misuse) of measures, administration of literacy assessments, and interpretation of data for single and multiple students. The content is suited for current and future teachers and administrators with access to and interest in typical and struggling readers in kindergarten through twelfth grade.

POSITION IN CURRICULUM

The course is required for EMPL and EDST reading endorsement students. It is also appropriate for Master's and D.Ed. students with a literacy leadership in EMPL and students in other College of Education programs who would like to build a deeper understanding of literacy, how we assess it with a wide range of assessments, and we interpret assessment results.

3. STUDENT LEARNING OUTCOMES

OBJECTIVES

In this course, you will:

- a. Apply measurement and assessment knowledge in the context of reading.
- b. Gain expertise in administering standardized norm- and criterion-referenced assessments.
- c. Develop skill in interpreting and drawing inferences from a range of literacy assessment data.
- d. Learn to build and test hypotheses about struggling readers based on data.

4. TEXTBOOKS & READING MATERIALS

BOOKS

USE	TITLE	AUTHOR	PUBLISHER & PUB. DATE	ISBN-10
Required chapters/ pages provided	<i>Words Their Way: Phonics, Vocabulary, and Spelling Instruction (4th Edition).</i>	Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F.	Pearson, 2007	013223968X
Required chapters/ pages provided	<i>Assessment of Reading and Writing Difficulties: An Interactive Approach (5th Edition).</i>	Lipson, M. Y., & Wixson, K. K.	Pearson, 2013	0132685787
Required chapters/ pages provided	<i>Assessment for Reading Instruction (2nd Edition).</i>	McKenna, M. C., & Stahl, K. A. D.	Guilford, 2008	1606230352

ARTICLES, REPORTS, and STANDARDS

APA Citation
Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. <i>Scientific Studies of Reading</i> , 9(2), 167-188.
Graham, S. Harris, K. R., & Hebert, M. A. (2011). <i>Informing writing: The benefits of formative assessment. A Carnegie Corporation Time to Act report.</i> Washington DC: Alliance for Excellent Education.
International Reading Association & National Council of Teachers of English (IRA & NCTE). (2010). <i>Standards for the Assessment of Reading and Writing.</i> http://www.reading.org/general/CurrentResearch/Standards/AssessmentStandards.aspx
Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. <i>Reading Research Quarterly</i> , 45(2), 230-251.
Lonigan, C. J., Allan, N. P., & Lerner, M. D. (2011). Assessment of preschool early literacy skills: Linking children's educational needs with empirically supported instructional activities. <i>Psychology in the Schools</i> , 48(5), 488-501; 2011
O'Reilly, T. O., Weeks, J., Sabatini J., Halderman, L., & Steinberg, J. (2014). Designing reading comprehension assessments for reading interventions: How a theoretically motivated assessment can serve as an outcome measure. <i>Educational Psychology Review</i> , 26(3), 403-424.
Pearson, P. D., & Hamm, D. N. (2005). The assessment of reading comprehension: A review of practices--- Past, present, and future. In S. G. Paris & S. A. Stahl (Eds.), <i>Children's reading comprehension and assessment</i> (pp. 13-69). Mahwah, NJ: Erlbaum.
Pearson, P. D., Hiebert, E. H., & Kamil, M. L. (2007). Vocabulary assessment: What we know and what we need to learn. <i>Reading Research Quarterly</i> , 42(2), 282-296.
RAND Reading Study Group. (2002). <i>Reading for Understanding: Toward a Research and Development Program in Reading Comprehension.</i> Santa Monica, CA: RAND.
van den Broek, P., & Espin, C. A. (2012). Connecting cognitive theory and assessment: Measuring individual differences in reading comprehension. <i>School Psychology Review</i> , 41(3), 315-325.

FORMAT

This course utilizes a hybrid blend of *synchronous* (i.e., live) and *asynchronous* (i.e., online and independent) work.

Synchronous content. All students will assemble online via web-conferencing on five occasions for synchronous content. The first meeting will establish the course structure, expectations, and protocols. During the other meetings, students will engage primarily in discussion of the asynchronous content and assignments, but the instructors may also use these times to deliver “mini-lessons” designed to clarify common points of confusion among students or share cutting edge content.

Asynchronous content. Online content will be completed based on a weekly schedule and will involve students watching presentations, completing activities, and posting on discussion forums.

On the course website is a *Course Announcements Forum* instructors will post course announcements. **It is the student's responsibility to read announcements made to this forum.** Two additional online forums will also be maintained: one for technical problems and questions and one for questions regarding the course content. Although not required, it is *highly recommended* that students check each discussion board weekly, especially prior to posting a question. **Unless of a personal nature, any questions asked via email will be answered via the content discussion board.**

COURSE WEBSITES

Obaverse. We will use ObaVerse (Oba; <https://www.obaverse.net/welcome/>) as the main course website. You will go here for announcements, assignments, datasets, grades, etc. You **MUST** get an ObaVerse account and enroll in this course on that site.

Adobe Connect. We use Adobe Connect for our live, synchronous meetings. The URL for our meeting space is: <http://empl.adobeconnect.com/edld665f16/>. You do NOT need to purchase any software, but you will need to download a plug-in to ensure the best experience. A handout regarding that and other technical requirements will be distributed by the course instructor prior to the first class meeting. Be sure to follow instructions so that you are ready to log in for the first class. Please be sure to use your first name and last initial when you log in.

Browser. It is *highly recommended* that you use Adobe Connect within the Firefox browser. Other browsers tend to have glitches when it comes to screen sharing.

Sound. Headphones or ear buds are *required*. Be sure to use the Audio Wizard to set up your sound when you first log in. On some computers, you may need to do this every time you log in. As a result, it's an excellent idea to log in 5-10 minutes early to get this out of the way.

It is also recommended that you keep yourself *muted* except when asking a question. You do not need to "*raise your hand*" either physically or virtually in order to speak, but if you are having a hard time being heard or breaking into the discussion, feel free to do so.

Connection Speed. To ensure adequate connection speed, it is highly recommended that you use a high-speed *wired* connection to the internet. You should also close any and all applications, browsers, and software that you will not need during meetings. Multi-tasking during these sessions slows down your connection, which creates lag that annoys everyone.

Webcams. Using a webcam is *highly recommended* but not required. Having visuals of who is speaking at any time helps to create a much more personal atmosphere and allows us all to get to know each other better. I also helps the instructors to judge whether students are comprehending or looking confused. If you are worried about connection speed, you can adjust your webcam's resolution and refresh rates to be less demanding of processing resources.

5. WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS*

WEEK	ACTIVITY	TOPIC	READING ASSIGNMENT
1 (9/29)	<i>Thursday Synchronous (5-6:30 pm)</i>	<i>Course introduction and fundamental issues in measurement and assessment</i>	
	Asynchronous	Introduction to literacy assessment	Lipson & Wixson, Ch. 1, pp. 3-24; Ch. 2, pp. 27-59 IRA & NCTE Standards (2010)
2	Asynchronous	Reading comprehension	Pearson & Hamm (2005) RAND Reading Study Group (2002) pp. 52-59 van den Broek & Espin (2012)
3 (10/13)	<i>Thursday Synchronous (5-6:50 pm)</i>	<i>Discussion of Weeks 1-2 and assessment cases</i>	
	Asynchronous	Oral language, narrative discourse, and vocabulary	Lonigan et al. (2011) Pearson et al. (2007)
4	Asynchronous	Alphabetic knowledge and phonological awareness	Lipson & Wixson, Ch. 7, pp. 301-324
5 (10/27)	<i>Thursday Synchronous (5-6:50 pm)</i>	<i>Discussion of Weeks 3-4 and assessment cases</i>	
	Asynchronous	Word recognition	Ehri (2005) pp. 167-176, 182-185
	Asynchronous	Spelling and writing	Lipson & Wixson, Ch. 7, pp. 324-327 Bear et al. (2007) Ch. 2 Graham et al. (2011)
6	Asynchronous	Passage reading fluency	Kuhn et al. (2010)
		INITIAL CONSULTATION WITH INSTRUCTOR BY 11/1	
7 (11/10)	<i>Thursday Synchronous (5-6:50 pm)</i>	<i>Discussion of Weeks 5-6 and assessment cases</i>	
	Asynchronous	Communicating results	McKenna & Stahl, Ch.10 & Appendix
8	Asynchronous	Strategic and affective factors	McKenna & Stahl, Ch. 8 & 9
9	Asynchronous	Expository discourse in literacy	O'Reilly et al. (2014)
		* ASSESSMENT RESULTS DUE & FINAL CONSULTATION WITH INSTRUCTOR BY TUESDAY 11/22*	
10 (12/1)	<i>Thursday Synchronous (5-6:00 pm)</i>	<i>Discussion of Weeks 7-9 and assessment cases</i>	
		PRESENTATIONS DUE (Thursday 12/1, 11:59 pm)	
11	Assignment	*PEER REVIEWS DUE* (DUE Thursday 12/8, 10pm)	

* Online assignments and activities to be described in Oba.

6. GRADING COMPONENTS AND CRITERIA

ONLINE ACTIVITIES

Online activity assignments are used in this course to broaden your thinking as a “reflective practitioner”, as part of a professional community. Completion of these activities and participation in Discussion Forums comprise your online interaction in this course.

If you ever have trouble locating where to upload an assignment, look under “Activities”, which is in the left-hand column on the main course page. When you click “Assignments”, which appears in the Activities box, you will be taken to a comprehensive list of course assignments that includes which Week they appear under and their actual due dates. You can even click on the assignment name to be taken directly to the submission interface.

QUIZZES AND EXAMS

There are no formal quizzes or exams in this course, however some online lectures may include informal self-assessments that are intended to serve as guides for learning.

STUDENT CASE STUDY ASSESSMENT ASSIGNMENTS

The major assignments in this course revolve around assessing a K-12 student’s literacy, specifically his or her reading. Each student in the course will **personally administer two to four reading assessments and assessment batteries to a single reader, who is suspected of struggling with reading in some way**. These assessments, your careful analysis of the findings, results interpretation, and support recommendations will form the basis of your student case study.

Be sure to familiarize yourself thoroughly with the requirements listed on the following pages. Although the assignments are not due until the final weeks of the course, successful completion of them requires planning and action from the very start of the course. The **specific assessments administered will depend on the grade level of the child** and the number of subtests the administered batteries include (see **Assessment Assignments Flow Chart**).

Synchronous course meetings will focus heavily on these assignments. You will find it helpful to have your assessment results handy for the Week 7 meeting. Students are also strongly encouraged to meet individually at least once with the instructor during Weeks 4-6 to discuss the student they are assessing and the results of least one assessment.

6.1 Case Study Assessment Results and Consultation

Students will submit Adobe pdfs, digital scans, or photocopies of the results of their assessments of their target student for review and consultation with the instructor.

Assessment results are due in Week 9 and constitute 25% of your grade.

Students must also schedule a 30-minute consultation with the instructor to discuss these results by Tuesday, November 22nd before 3 pm. The purpose of the consultation is to ensure the appropriate assessment data has gathered and to

answer questions students may have about interpretation of the data. Consultations are NOT graded but completeness of your assessment data is.

6.2 Case Study Presentation

Students will create a 15-20 minute presentation to share their assessment results and interpretations. The presentations will be shared during Weeks 10-11. **This assignment is due Thursday, December 1st by 11:59 pm and constitutes 25% of your grade. This deadline is non-negotiable to accommodate peer reviews, so please do not ask for an extension.** Additional information about requirements, scoring, and specifications will be provided later in the term. Your grade will be based on peer reviews of your presentation, including a review by the instructor.

6.3 Case Study Presentation Peer Reviews

Peer reviews of three of your colleagues' presentations are also required. You will be *randomly assigned* three presentations to review and provided with a rubric and guidelines for feedback.

In general, you are to judge each peer's ability to convey clearly through their presentation: (1) who the assessed student is, (2) what assessments were administered, (3) what each assessment was designed to measure, (4) what the student's results were, and (5) what those results suggest about whether and why the student struggles with reading and about what instruction or further assessments might most benefit the student. In addition to completing a rubric, you will provide written feedback to your peers. When offering feedback to colleagues, if you are in doubt as to the justness of a critique, try asking questions that would help the presenter clarify points of confusion.

To complete your peer reviews in a fair, but timely manner, you should spend 20-30 minutes watching the presentation (allowing for rewinds) and 20-30 minutes completing the rubric and writing your feedback. In this way, the reviews should not take much longer than a final exam would (about 3-4 hours). Your three peer reviews are **due Thursday, December 8th by 11:59 PM.**

Presentations will be made available for review on Friday, December 2nd. Look for them in the same place on the course website where you submitted your presentation.

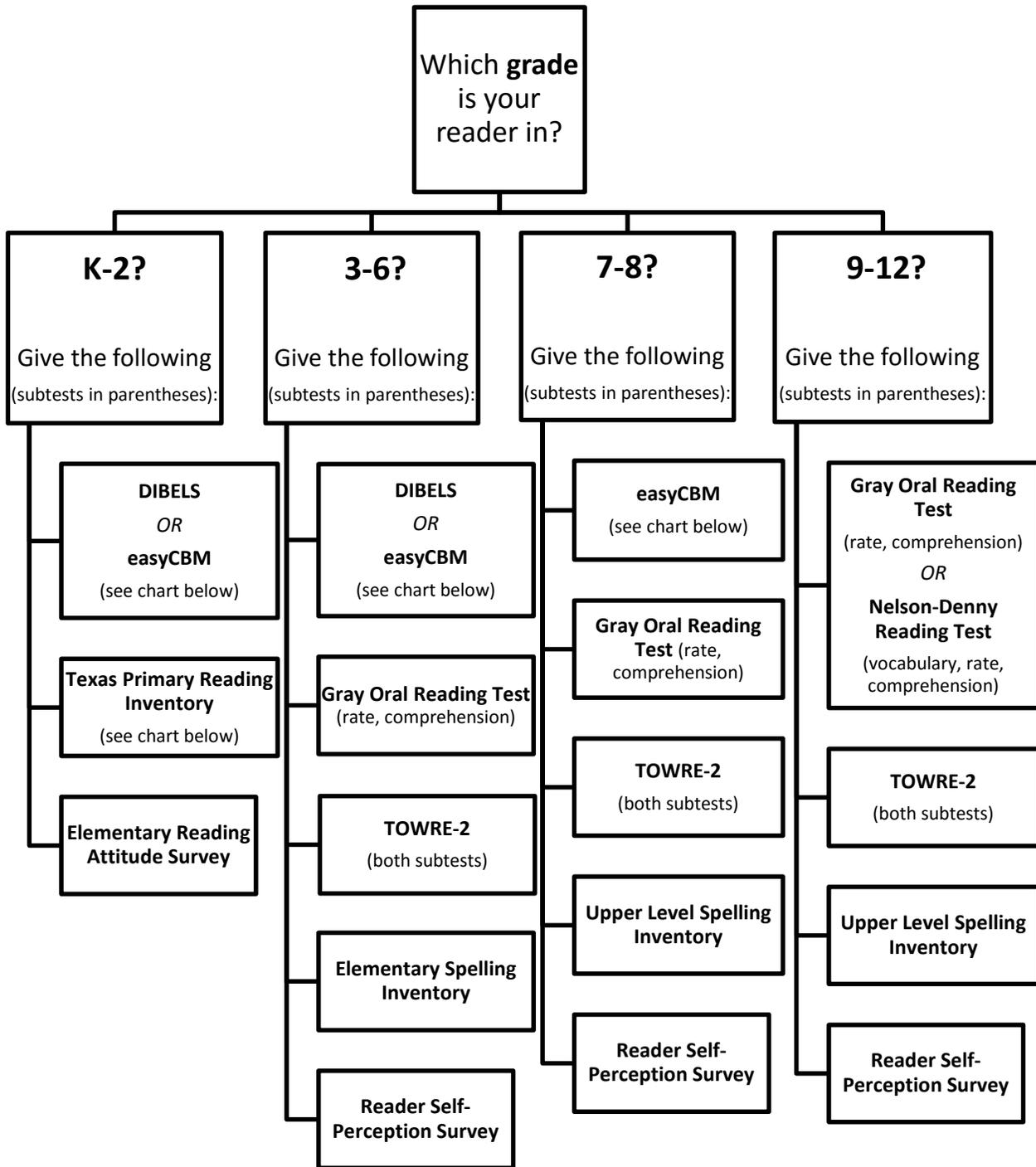
Your peer reviews will be graded based on how closely you align with the average score for each peer (with adjustment as needed based on instructor evaluation of the presentations), as well as the respectfulness and content of your written feedback. **The peer reviews constitute 25% of your grade.**

Case study assignments checklist

- **By Week 2: Identify a potentially struggling reader to assess.** The reader may be in any grade from kindergarten through twelfth. Good candidates for readers include, but are not limited to a student of yours, a child of yours, a neighbor's child, or a friend's child.
 - **If you do not have easy access to a reader, you must let the instructor know by Week 2.**
 - **If you have students or other children that others could test, please let the instructor know by Week 2.**

- **Weeks 2-8:** Administer case study assessments as **early in the quarter** as you can to make sure you have enough time to interpret them. It is generally a good idea to administer an assessment the week after its construct has been covered in class. For example, assessing reading comprehension can occur as early as Week 3, whereas assessing passage reading fluency ideally should not occur until Week 7. That said, you should make arrangements that are in the best interest of the student assessed (i.e., result in the least disruption to learning possible).
 - **You are required to consult with the course instructor between Weeks 2 and 6 to ensure that your assessment process goes smoothly**
 - The 2-4 assessment batteries you give will be based on the grade level of your reader (see flow chart below).
 - **All grade-appropriate subtests from a battery for a given grade must be given** (see flow chart and additional chart on following page).
 - Additional assessment information provided by parents or teachers can also be referenced.
 - **Any deviation from the 2-4 assessment batteries administered must be pre-approved by the course instructor before they are given.** *Failing to meet this requirement will result in a deduction of 5% from each of the related assignments.*
 - **Be sure to read through the administration and scoring instructions carefully.** You may want to *practice* administering and scoring each test before working with your student (classmates, friends, roommates, your own children all make good participants for practice!).
- **Week 8-9:** Case study assessment results consultation with the instructor.
 - You should have administered ALL assessments and have your results by the time of the consultation.
 - **Bring hard copies** of your results to the consultation.
- **Week 9-10:** Prepare and submit your presentation.
 - Always present your results **professionally**, such as you would for school colleagues and parents.
 - Make support recommendations for instruction and/or for further assessments. **All recommendations must be grounded in the assessment results.**
 - **Pseudonyms must be used for the child's name and any other names used in the presentation to safeguard privacy and anonymity.**
- **Week 11:** Review your peers' presentation.

Assessment Assignments Flow Chart



LIST OF SUBTESTS BY GRADE LEVEL FOR DIBELS, easyCBM, AND TPRI

Test battery	Subtest	K	1	2	3	4	5	6	7	8
DIBELS	First sound fluency	X								
	Letter naming fluency	X	X							
	Phoneme segmenting fluency	X	X							
	Nonsense word fluency	X	X	X						
	Oral reading fluency		X	X	X	X	X	X		
	Reading comprehension (Daze)				X	X	X	X		
easyCBM	Letter names	X	X							
	Letter sounds	X	X							
	Phoneme segmenting	X	X							
	Word reading fluency	X	X	X	X					
	Passage reading fluency		X	X	X	X	X	X	X	X
	Reading comprehension			X	X	X	X	X	X	X
Texas Primary Reading Inventory (TPRI)	Book and print awareness	X								
	Listening/reading comprehension	X	X	X						
	Phonemic awareness	X	X							
	Graphophonemic knowledge (spelling)	X	X	X						
	Reading Accuracy		X	X						
	Fluency		X	X						

OTHER FORMS OF COURSE ASSESMENT

Participation

Student participation and engagement will also be assessed through completion of online lessons, *including weekly participation on Forums*, and attendance and participation at synchronous meetings. **Participation constitutes 25% of your grade.**

GRADING POLICY

Your final grade for this course will be determined based on attendance/participation in synchronous meetings and online discussion boards, assessment results, a presentation of the assessment results, and reviews of three of your peers' presentations. The assessment related assignments will comprise 75% of your final grade. Attendance/participation will comprise the remaining 25% of your grade.

- Attendance, Online Activity and Discussion Forum Participation = 25%
- Assessment Results = 25%
- Assessment Presentation = 25%
- Presentation Peer Reviews = 25%

Your final grade will be based on the total number of points accrued during the term. There will not be a curve. Final letter grades for the course will be calculated as follows:

A+	97-100%	A	93-96.9%	A-	90-92.9%
B+	87-89.9%	B	83-86.9%	B-	80-82.9%
C+	77-79.9%	C	70-76.9%	D	60-69.9%
		F	< 59.9%		

Please note that if this class is taken P/NP, 80% or higher is required to pass the class. EDLD Majors must take course as graded.

7. GRADUATE/UNDERGRADUATE DIFFERENTIATION

This course does not have an undergraduate section.

8. STUDENT ENGAGEMENT INVENTORY

STUDENT WORKLOAD EXPECTATIONS

- In-class: Live, synchronous meetings will comprise approximately 7 hours and asynchronous online content, which includes online activities, will comprise 23 hours. Together, these amount to about 3 hours per week; however, the course schedule clarifies the exact expectations by week.
- Outside of class: Reading and the course projects will consume approximately 5 hours per week.
- *Graduate: 1 credit hour = 40 hours of student engagement*

STUDENT ENGAGEMENT INVENTORY - GRADUATE		
Educational activity	Hrs student engaged	Explanatory comments(if any):
Course attendance	7	Synchronous meetings
Assigned readings	20	Reading assignments
Projects	30	Assessment results, presentation, and peer reviews
Online interaction	23	Online content (asynchronous)
Total hours:	80	

9. ATTENDANCE AND ABSENCE GUIDELINES

Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student's responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused. In the event of a personal and/or family emergency, you should contact your instructor as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

10. EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include:

- Participate actively in class activities.
- Respect the diversity of cultures, opinions, viewpoints in the classroom.
- Listen to fellow students, professors, and lecturers with respect.
- Arrive on time, prepared for class, and able to stay for the duration of class.
- Do not read other materials, books, or newspapers, or use laptops for email, surfing, or other activities unrelated to class during class.
- Turn off cell phones and other electronic devices.
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.
- Please do not eat during class unless your microphone is muted.

11. Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.

- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

12. Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

13. Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>
<http://around.uoregon.edu/mandatoryreporting>

14. Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor. (<http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html>)

15. Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Leslie Leve, Associate Dean for Research and Faculty Development, at 346-9601 or leve@uoregon.edu; or Surendra Subramani, Diversity Coordinator, at 346-1782 or surendra@uoregon.edu.

Outside the College, you can contact:

- **UO Bias Response Team: 346-1139** or <http://bias.uoregon.edu/whatbrt.htm>
- **Conflict Resolution Services 346 -0617** or <http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx>
- **Affirmative action and Equal Opportunity: 346-3123** or <http://aao.uoregon.edu/>



UNIVERSITY OF OREGON

Department of Education Studies

EDST 616—Language, Power, & Education

Class CRN: 40759

Location: 220 HEDCO

Days/Time: Monday, Tuesday, Wednesday (7/18/16 to 8/10/16) 10am–120pm

Credit: 4 Credits

Grade: Letter grade

Instructor: Edward M. Olivos, Associate Professor

emolivos@uoregon.edu

Phone: (541) 346-2983

Office: 124C Lokey Education Building

Office hours: By appointment only

Graduate Teaching Fellow (GTF): Katie Fitch

Kfitch8@uoregon.edu

Office hours: By appointment only

Description of Course: This course examines the politics, policies, and practical realities associated with language and literacy in educational settings and how these issues affect all students to some degree. Students taking this course will read and critically discuss issues related to English-only politics, bilingualism, English learners (EL), and non-mainstream U.S. English (MUSE) dialects. The class will examine global issues, such as the history of linguistic inclusion and exclusion in U.S. schools, national language policies and debates, the conflation of racism, classism, xenophobia, and linguistic bias, and the importance of language reclamation projects. The class will also examine the practical challenges of helping non-English speakers navigate English-based classrooms with minimum difficulty by being an advocate for non-MUSE speakers and for EL students in contemporary anti-immigrant and anti-public education contexts.

This syllabus is subject to modifications. Changes to this syllabus will be announced via Canvas and Remind. It is the students' responsibility to be aware of changes/modifications.

Course Format: This is a hybrid online course. The majority of the course will be taken online using Canvas. There will be three (3) mandatory attendance dates for UO Teach students, but for the most part, this class will be asynchronous, meaning students will work through the online modules at different times. All the modules must be completed and the instructor will track each student's progress throughout the course. There will also be two online synchronous meetings throughout the four weeks but students need NOT to be on campus for these.

Technical Requirements: All students will need to have access to a computer (laptop or desktop) with an internet connection to complete the online modules and watch the online lectures (YouTube). A YouTube account is encouraged, but not required. All students have access to Office 365, and OneDrive. Students are encouraged to use these resources to upload files and create links. Other technical tools can be accessed via the Center for Media and Educational Technologies (CMET) at the Knight Library.

Technical Supports: Students in this course will be recording two assignments and uploading them to Canvas. CMET (Center for Media and Educational Technologies) is an excellent resource for students (novice and expert alike). CMET has a variety of video equipment for checkout. All that is needed is a UO ID card and students can check out equipment for 24 hours at a time (renewable based on availability). If students are not familiar with the technology, CMET staff can show you how to use the equipment, how to transfer video files onto your computers, and other basics. Students can go to the checkout desk on the ground floor of the Knight Library and ask for help at any time, or staff can go over instructions at the time of checkout.

For uploading content to Canvas and other Canvas support, students can get help at the Computer Help Desk on the main floor of the Knight Library. See the following link for more info and tutorials:

<https://blogs.uoregon.edu/canvas/support/>

Course Objectives (Student Learning Outcomes): Students will:

1. Examine the historical, social, political, ideological, and economic factors that impact the educational opportunities of EL students and students who speak non-MUSE variations, e.g., African American Vernacular English (AAVE), Hawai'iian Creole English (HCE), etc.
2. Describe and analyze the philosophical, moral, legal, pedagogical and constitutional bases that support educational equity and added educational supports for language minority students.
3. Examine and analyze theoretical principles supporting bilingual education theory and identify major principles that support bilingualism and bi-cognitive development.
4. Examine and critique beliefs, ideologies, and policies which support subtractive language practices for language minority students and students who speak non-MUSE variations.
5. Examine, discuss, and analyze linguistic prejudices against racial and ethnic English variations (non-MUSE).
6. Examine, discuss, and analyze policies and practices which have led to the endangerment of Native American languages, including community efforts to revitalize these languages.
7. Identify the difference between ESOL (*English for Speakers of Other Languages*) and bilingual education policies and practices (i.e., subtractive vs. additive).
8. Examine their own personal beliefs and biases towards students and parent populations of different linguistic backgrounds and articulate their personal positions regarding the principle that educational equity is not just about equality of access but it is also about access that promotes multiculturalism and multilingualism.
9. Examine and analyze specific pedagogical structures, guidelines, and practices that are both minimal and desirable in addressing the cognitive, affective, and volitional needs of the ethno-linguistic student.
10. Compare and contrast conceptual program designs that address the linguistic and conceptual development of English learners and the characteristics of these programs to first and second language acquisition.

Required Texts and Materials:

Freeman, D.E. & Freeman, Y.S. (2011). *Between worlds: Access to second language acquisition*. Portsmouth, NH: Heinemann.

There are also additional required readings on Canvas.

Learning Theory: Significant learning takes place when the subject matter is perceived by the learner as having relevance for their own purposes. Learning which involves a change in the perception of oneself is threatening and tends to be resisted. However, when these “threats” are low, the individual makes use of opportunities to learn in order to enhance themselves. Learning is facilitated when the learner participates in the learning process. When students choose their own direction, help to discover their own learning resources, formulate their own problems, decide their own course of action and live with the consequences of each of these choices then significant learning is maximized.

Role of the Instructor: In order to facilitate learning and a climate for sharing ideas and experiences, the instructor will make presentations and facilitate online interactions among participants through presentations, lectures, discussions and by moderating small group online activities. It is assumed that each participant brings to the course a wealth of knowledge and resources that will be pooled to experience and examine the subject matter through the eyes and views of more than one person.

Role of the GTF: The GTF has professional knowledge, expertise, and experience in working with EL students in the public schools (high school) and will provide course information and will provide feedback to students on an individual and group basis. The GTF will also be responsible for grading and evaluation activities. Please contact the GTF for initial questions and clarification on assignments and activities, if she cannot answer your questions she will contact the instructor for clarification. If you are concurrently taking any courses with the GTF assigned to this course, please let the instructor know. The GTF will not be involved with any review of assignments for students in this course who are taking other courses concurrently.

Class Courtesies: All students are expected to demonstrate professional behavior in class. In particular, students are asked to turn off cell phones during class, not text message, and **not use laptop computers during the class lectures or whole group discussions** (unless the student has a documented disability in writing with Disabilities Services which requires use of a computer). Finally, students are expected to bring assigned reading materials to each class meeting.

Remind: In addition to Canvas, I use Remind (an online texting program) to send out occasional reminders and announcements. Students are **very strongly encouraged** to subscribe. Students who subscribe to the Remind updates will receive a text message when new announcements are posted or sent. To subscribe to the EDST 616 Summer 2015 updates, text @edst616s16 to 81010 or visit the following link: <https://www.remind.com/join/edst616s16>

Course Requirements & Assignments:

Assignment I: Module Completion (20 points). Students are required to complete all the modules on Canvas: viewing the lectures, responding to the lecture surveys, participating in the discussion boards, watching the videos, doing peer reviews, etc. Canvas keeps track of each student’s progress through the modules. Modules are to be completed by Saturday, 11:59pm, at which time module will become unavailable. There are some components of the module that will specific deadlines prior to the Saturday, 11:59pm closing of the module.

Assignment II: Reading responses and small group facilitation (2 x 10pts = 20 points). Each student will write two 2-page (double-spaced) reading response papers to the readings for the week including a series of discussion questions (about 4 or 5). These papers (Word documents) will be posted on a Canvas small group discussion group. The reading responses should not simply summarize the week’s readings, but also offer critical and thoughtful analysis (agreement, disagreement, personal experiences, etc.) and reflection on the topic and how they apply to the student’s current career path as a professional teacher. **Students must post their reading responses and discussion questions on their Canvas small group discussion by 2pm (not 2:01pm) the date they are due.** Students will only receive partial (80%) credit for their papers if they do not post them by the deadline. Additional guidelines will be posted on Canvas.

Assignment III: Political Infomercial (40 points). Students will work in groups of three to five (not larger than 5 under any circumstances) on this project. You are a PR committee working **for the passage/against the passage** of Proposition 222, an imaginary state proposition intended to eliminate all forms of native language instruction in the public schools. You are to prepare two (2) three- to five-minute infomercials (one for the proposition and one against the proposition). Your task is the following (more specific guidelines will be posted on Canvas):

1. Write a 10-page research report supporting/opposing the proposition. This is a research paper with theory, data, citations/references, and recommendations. (So, basically a 5-page paper “for” and a 5-page paper “against” the proposition).
2. Make two (2) 3-5 min presentations on why the voters should support/oppose the initiative.
3. Design a poster that captures the “spirit” of your arguments. Be sure to include a logo or phrase that voters will remember.
4. Be prepared to answer online questions from the audience.

Assignment IV: Position paper and presentation (20 points). Students will write a 2- to 3-page position paper AND make an online presentation. The scenario is the following: You are a superintendent, principal, teacher, or parent in an Oregon school/district. You are making a presentation to a decision-making body (board of education, administrator, community members, etc.) about how best to meet the philosophical, legal, pedagogical, and moral obligations to the language minority and/or non-MUSE students found in your classroom, school, or district. Guidelines and the grading rubric for this assignment will be posted on Canvas.

Policy on Assignments:

1. All assignments must demonstrate college level competencies in terms of content, grammar, and spelling. This means there must be no typos and/or errors (use F7 on Word)
2. All assignments must demonstrate knowledge of coursework materials and lectures and must cite the appropriate material using APA format only (particularly assignment III & IV).
3. Assignments must be posted by their due date and time; no make ups or extensions will be given without a written doctor’s note in case of illness or emergency. Late assignments will be penalized 20%. To avoid any “technical difficulties” post your papers with plenty of lead time.
4. More specific guidelines for some assignments (II, III & IV) are posted on Canvas.

Basis for Grading/Student Engagement Inventory:

<i>Schedule/Due</i>	<i>Points</i>	<i>Activity</i>
Weekly	20	Module completion
On calendar	20	Reading responses and small group facilitation (2 x 10pts)
Week 3	40	Research paper and infomercial
Week 4	20	Position paper and presentation

Grading Scale:

95-100	A	77-79	C+	60-62	D-
90-94	A-	73-76	C	<59	F
87-89	B+	70-72	C-		
83-86	B	67-69	D+		
80-82	B-	63-66	D		

Bibliography:

- Baker, C. (2006). *Foundations of bilingual education and bilingualism*. (4th Edition). Clevedon, England: Multilingual Matters Ltd.
- Bender, S.W. (2008). *¿Comprende? The significance of Spanish in English-only times*. Mountain View, CA: Floricanto Press.
- California State Department of Education. (Ed.). (1981). *Schooling and language minority students: A theoretical framework*. Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles
- California State Department of Education. (Ed.). (1986). *Beyond language: Social & cultural factors in schooling language minority students*. Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles.
- Cazden, C. B. (2001) *Classroom discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann.
- Christensen, L. (2009). *Teaching for joy and justice: Re-imagining the language arts classroom*. Milwaukee: Rethinking Schools Publication.
- Corson, D. (1993). *Language, minority education and gender: Linking social justice and power*. Clevedon, England: Multilingual Matters, LTD.
- Crawford, J. & Krashen, S. (2007). *English learners in American classrooms: 101 questions, 101 answers*. Scholastic Teaching Resources.
- Crawford, J. (2000). *At war with diversity: US language policy in an age of anxiety*. Clevedon, England: Multilingual Matters LTD.
- Crawford, J. (2004). *Educating English learners: Diversity in the classroom*. Los Angeles: Bilingual Educational Services.
- Crawford, J. (1992). *Hold your tongue: Bilingualism and the politics of English only*. Boston: Addison-Wesley.
- Crawford, J. (2008). *Advocating for English learners: Selected essays*. Clevedon, England: Multilingual Matters, LTD.
- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society*. (2nd Edition). Los Angeles: California Association of Bilingual Education (CABE).
- Delpit, L. (Ed.) (2002). *The skin that we speak: Thoughts on language and culture in the classroom*. New York: The New Press.
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- Lippi-Green, R. (2012). *English with an accent: Language, ideology, and discrimination in the United States*. (2nd Edition). New York: Routledge.
- Padilla, R.V. & Benavides, A.H. (Eds.). (1992). *Critical perspectives on bilingual education research*. Tempe, AZ: Bilingual Press.
- Skutnabb-Kangas, T. (1981). *Bilingualism or not: The education of minorities*. Clevedon, England: Multilingual Matters LTD.
- Valdés, G. (2001). *Learning and not learning English: Latino students in American schools*. New York: Teacher's College Press.
- Valenzuela, A. (1999). *Subtractive schooling: U.S. Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.

Online Resources:

- Dr. Jill Kerper-Mora's MoraModules: <http://moramodules.com/MoraModules/Default.htm>
- Dave's ESL Café: <http://www.eslcafe.com/>
- Language Policy Website: <http://www.languagepolicy.net/>
- National Clearinghouse for English Language Acquisition: <http://www.ncela.us/>
- Office of English Language Acquisition: <http://www2.ed.gov/about/offices/list/oela/index.html>
- Rethinking Schools: <http://www.rethinkingschools.org/>

Tentative Schedule of Instructional Themes by week (Subject to Change):
In class meeting in 220 HEDCO (*)
Synchronous Class Meeting/Log in at 10am ()**

Week	Date	Topic	Reading/Assignment Due
1	7/18*	<i>Course introduction:</i> <ul style="list-style-type: none"> ● <i>Demographic shifts in the U.S. and U.S. public schools.</i> ● <i>Linguistic diversity in the public schools</i> ● <i>The social context of English learners and bi-cultural students in the U.S. and in U.S. schools.</i> 	Christensen: Putting out the linguistic welcome mat: Honoring students' home language builds an inclusive classroom (Canvas) (pp. 19–23) NEA: English language learners: Born in the USA (Canvas) (pp. 24–29)
	7/19	<ul style="list-style-type: none"> ● <i>Ideology and language (the standardization of language)</i> ● <i>Race, class, and language distinctions</i> ● <i>Status and language</i> ● <i>Socio-cultural influences in the education of EL students</i> ● <i>The threat of pernicious linguistic stereotypes</i> ● <i>Politicization of language: What does power have to do with it?</i> 	Freeman & Freeman: Chapter 1: <i>Who are our English Language Learners?</i> (pp. 1–20) Cortés: The education of language minority students: A contextual interaction model (Canvas). (pp. 3–15)
	7/20*		Freeman & Freeman: Chapter 2: <i>What factors affect the school success of English language learners?</i> (pp. 22–46) Cortés: The education of language minority students: A contextual interaction model (Canvas). (pp. 16–30) Due: Weekly reading and group discussion (Group A)
2	7/25	<i>Educating language minority students</i> <ul style="list-style-type: none"> ● <i>Constitutional and federal laws responding to the needs of ELs</i> ● <i>Anti-bilingual education initiatives</i> ● <i>Bilingual education policy and the politics of change</i> 	Freeman & Freeman: Chapter 4: <i>How do they learn and how do they acquire language?</i> (pp. 73–101); and Chapter 5: <i>What are the principal theories of first and second language acquisition?</i> (pp. 103–139)
	7/26	<ul style="list-style-type: none"> ● <i>English only policies</i> ● <i>The English-only movement</i> ● <i>Basic principles for the education of ELs and bilingualism</i> ● <i>Bilingual education frameworks</i> ● <i>Additive policies and practices for language minority students</i> 	Freeman & Freeman: Chapter 6: <i>What are key concepts, theories, and models of bilingual education?</i> (pp. 141–173). Due: Weekly reading and group discussion (Group B)
	7/27**		Cummins: Chapter 6: Bilingual Education: What Does the Research Say? (pp. 157-185); and Chapter 9: The Academic Critics of Bilingual Education (pp. 261-279) (Canvas)

3	8/1	<p><i>Ideology into practice—institutionalizing language discrimination</i></p> <ul style="list-style-type: none"> • <i>A history of linguistic inclusions and exclusions</i> • <i>Non-standard English: Case study of Ebonics</i> • <i>Anti-Immigration Politics: Effects on Children</i> • <i>Language, belonging, and cultural Identity: More than a tool for speaking</i> • <i>Language discrimination in the school context</i> • <i>Native language loss (eradication)</i> • <i>Language proficiency</i> 	<p>Freeman & Freeman: Chapter 3: <i>What influences how teachers teach?</i> (pp. 48–78)</p> <p>In addition, students must read one of the following chapters which they have been assigned to randomly:</p> <p>Lippi-Green: Chapter 10: <i>The Real Trouble with Black English</i> (p. 182–213)</p> <p>Chapter 12: <i>Defying Paradise: Hawai'i</i> (pp. 235–247)</p> <p>Chapter 14: <i>¡Ya Basta!</i> (pp. 255–280)</p> <p>Chapter 15: <i>The unassimilable: What it means to be Asian</i> (pp. 281–302)</p> <p>(All Lippi-Green chapters are on Canvas)</p>
	8/2*		<p>Freeman & Freeman: Chapter 7: <i>How can schools develop an intercultural orientation?</i> (pp. 176–198)</p> <p>Due: Weekly reading and group discussion (Group A)</p>
	8/3		<p>Due: Political Infomercials</p>
4	8/8	<p><i>Advocating for language minority students</i></p> <ul style="list-style-type: none"> • <i>Effective policies and practices for ELs</i> • <i>Additive programs</i> • <i>Institutional Supports for linguistic diversity: in schools</i> • <i>Institutional Supports for linguistic diversity: in the community</i> • <i>Educating others about respecting linguistic diversity</i> 	<p>Freeman & Freeman: Chapter 8: <i>How should we teach reading to emergent bilinguals?</i> (pp. 200–222).</p> <p>Crawford: <i>Endangered native languages</i> (pp. 52–64).</p>
	8/9**		<p>Freeman & Freeman: Chapter 9: <i>How can teachers help ELLs develop academic language?</i> (pp. 224–255).</p> <p>Due: Weekly reading and group discussion (Group B)</p>
	8/10		<p>Due: Position Paper Presentations</p>
Final	8/11		<p>Due: Position Papers by 10am</p>

UNIVERSITY POLICIES

Diversity: It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability: Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

Mandatory Reporting: UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>

Academic Misconduct Policy: All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution: Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Associate Dean for Academic Affairs, at 346-1649 or brigidf@uoregon.edu; or Surendra Subramani, student advisor, at 346-1782 or surendra@uoregon.edu; or Krista Chronister, Assistant Dean for Equity and Inclusion, at 346-2415 or kmg@uoregon.edu. Outside the College, you can contact:

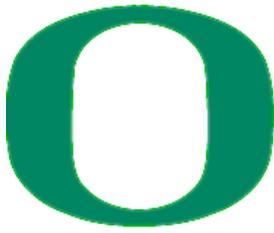
- **UO Bias Response Team: 346-1139** or <http://bias.uoregon.edu/whatbrt.htm>
- **Conflict Resolution Services: 346 -0617** or <http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx>
- **Affirmative action and Equal Opportunity: 346-3123** or <http://aao.uoregon.edu/>

Grievance Policy: A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy <https://education.uoregon.edu/academics/student-grievance> or enter search: student grievance.

In Case of Inclement Weather: In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <http://www.uoregon.edu>. Additional information is available at <http://hr.uoregon.edu/policy/weather.html>.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email or Remind. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy: Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or <https://education.uoregon.edu/academics/incompletes-courses>



UNIVERSITY OF OREGON

Constructing Meaning through Literacy

EDST 640 – 4 Credits – CRN 12160/12161

University of Oregon – College of Education - Department of Education Studies

2014 FALL Term Syllabus

Meeting Days/Time: Monday OR Wednesday, 4:00 – 7:50 p.m.

Location: Lokey 116

Dr. Audrey Lucero	
Assistant Professor, Language and Literacy Education	
Phone: (541) 346-8069	Fax: (541) 346-3556
E-mail: alucero@uoregon.edu (no weekends)	
Office: 126C Lokey Education Bldg	
Office Hours: By appointment (schedule by email)	

COURSE OVERVIEW

This course is designed to introduce teacher candidates to reading instruction within a developmental framework. To this end, we will explore the theoretical underpinnings of the framework, as well as the core principles of developing a comprehensive and evidence-based reading program. We will conceptualize reading as a multidimensional process of making meaning and gaining new information, and as such, you will learn about the cognitive and sociolinguistic development of reading processes that occurs throughout elementary school. In this course, you will have opportunities to observe and practice various instructional strategies to support students at all stages of reading. You will also learn how to provide explicit instruction.

STUDENT LEARNING OUTCOMES

In this course, you will:

1. Develop an understanding of the process of learning to read in typically-developing children.
2. Become knowledgeable about key skills and strategies children can apply to help them become proficient, strategic readers.
3. Develop the ability to provide instruction that supports a diverse group of students as they become strategic readers.
4. Become familiar with informal literacy assessment tools, the information they provide, and how to use this information to guide instruction.
5. Develop lesson plans and a planning commentary that exhibit your understanding of the Cycle of Effective Instruction.

COURSE STRUCTURE

This course is designed to be interactive. As such, you will regularly engage in discussion, small group work, and other participatory activities. The focus of class sessions will be the on key instructional methods you can use to support children as they develop into strategic readers. Therefore, you will observe such practices through instructor modeling, watching videos, and practicing such methods. In order to be able to participate fully, you should come to class prepared, having completed all readings and assignments.

TEXTBOOKS & READING MATERIALS

TITLE	AUTHOR	Required/Optional
<i>Teaching reading and writing: The developmental approach</i> (2014). Upper Saddle River, NJ: Pearson.	Templeton, S. & Gehsmann, K.M.	Required for purchase

GRADING COMPONENTS & CRITERIA

Your grade for this course will be determined based on the following point system:

- Attendance = 12 points
- Quizzes and Exit Cards = 40
- Literacy Assessment Assignment = 30 points
- Interactive Read Aloud Assignment = 20 points
- edTPA practice Lesson Plans = 32 points
- edTPA practice Planning Commentary = 16 points

TOTAL POSSIBLE: 150 points

EDST 640 Grade & Point Equivalents					
A	135 - 150 points (90 - 100%)	B+	125 - 129 points (83 - 85%)	C+	110 - 114 points (73 - 76%)
A-	130 - 134 points (86 - 89%)	B	120 - 124 points (80 - 82%)	C	105 - 109 points (70 - 72%)
		B-	115 - 119 points (77 - 79%)		

COURSE INCOMPLETES

Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see <http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf>.

ASSIGNMENTS

- **Attendance.** For sessions in which you do not complete an exit card, you will receive 2 points for coming prepared. This means bringing your course binder and textbook, annotated and highlighted as appropriate. This will be for sessions 1,3,5,7,9, and 10 **for a total of 12 points.**
- **Quizzes and Exit Cards.** You will complete four ObaVerse quizzes before sessions 3,5,7, and 9 and exit card quizzes in class in sessions 2,4,6, and 8. Each quiz and exit card will be worth 5 points each **for a total of 40 points.**
- **Literacy Assessment*.** You will conduct an informal assessment of one child's literacy strengths and needs. A detailed description of the assignment is available in the Session 8 folder on ObaVerse. This assignment **will be worth 30 points.**
- **Interactive Read-Aloud*.** You will prepare and conduct an interactive read-aloud with a small group of students in your field placement. A detailed description of the assignment is available in the Session 6 folder on ObaVerse. This assignment **will be worth 20 points.**
- **edTPA Practice Lesson Plans.** You will write two lesson plans using the UOTeach Lesson Plan Template. They will be graded using edTPA rubrics to help you practice for the learning segment you will turn in spring quarter. These assignments **will be worth 16 points each for a total of 32 points.**
- **edTPA Practice Planning Commentary.** You will write a planning commentary to complement your lesson plans. This assignment **will be worth 16 points.**

Teaching Activities to be Scheduled in Your Field Placement

Please note that the two assignments marked with an * above are to be conducted in your field placement. It is up to you to arrange time to conduct them. Please be considerate in talking with your cooperating teacher about making times for you to do this work.

Conduct: October 21-31 [Due 11/3 or 11/5]	Interactive Read-Aloud (approximately 20 minutes, conducted with a small group within the classroom)
Conduct: November 3-14 [Due 11/17 or 11/19]	Literacy Assessment (approximately 30 minutes, conducted with an individual child in a quiet place)

SCHEDULE OF INSTRUCTIONAL THEMES BY WEEK

Session	Topic	Reading and Assignments Due
Session 1 (9/29 or 10/1)	Comprehensive Literacy Course overview	<i>Templeton & Gehsmann, ch. 1</i>
Session 2 (10/6 or 10/8)	Emergent literacy, part I	<i>Templeton & Gehsmann, chs. 2,6</i>
Session 3 (10/13 or 10/15)	Emergent literacy, part II	<i>Templeton & Gehsmann, ch. 3</i> Emergent Literacy quiz (ObaVerse) Before noon
Session 4 (10/20 or 10/22)	Beginning literacy, part I	<i>Templeton & Gehsmann, ch. 7</i> BRING I.R.A. book to practice
Session 5 (10/27 or 10/29)	Beginning literacy, part II	Beginning Literacy quiz (ObaVerse) Before noon
Session 6 (11/3 or 11/5)	Transitional literacy, part I	<i>Templeton & Gehsmann, ch. 8</i> Interactive Read-Aloud
Session 7 (11/10 or 11/12)	Transitional literacy, part II	Transitional Literacy quiz (ObaVerse) Before noon
Session 8 (11/17 or 11/19)	Intermediate literacy, part I	<i>Templeton & Gehsmann, ch. 10</i> Literacy Assessment
Session 9 (11/24)	Intermediate literacy, part II	Intermediate Literacy quiz (ObaVerse) Before noon Lesson Plan #1
Session 10 (12/9)	Skillful literacy	<i>Templeton & Gehsmann, ch. 11</i> Lesson Plan #2 Planning Commentary

COURSE POLICIES

STUDENT ENGAGEMENT INVENTORY

A typical student should expect to spend the indicated number of hours in each of the following activities related to this course:

Educational Activity	Hours	Explanatory Comments
Course Attendance	40	Students are expected to attend all sessions
Assigned Readings + Activities	50	Readings should be annotated and brought to every class session
Assignments	20	Assignments are expected to be of the highest quality
edTPA learning segment	50	
Total	160 hours	

ATTENDANCE POLICY

Because of the participatory nature of this course, attendance is required in order to be successful. If you must miss class, you are expected to email the instructor at least four hours *before* doing so. Any assignments due should be turned in to my mailbox (in Lokey 126) or via email in a timely manner. Attendance is part of your participation grade, and points lost for missed sessions cannot be made up. The maximum number of classes you can miss is two; if you miss three, we will need to meet to discuss a possible incomplete grade for the course.

EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Silencing cell phones and other electronic devices, not texting – *repeated texting will be grounds for dismissal from a session*

DIVERSITY

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.

- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>.

MANDATORY REPORTING

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>
<http://around.uoregon.edu/mandatoryreporting>

ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:

- UO Bias Response Team: 346-1139 or <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346 -0617 or

<http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx>

· Affirmative action and Equal Opportunity: 346-3123 or <http://aaeo.uoregon.edu/>

GRIEVANCE POLICY

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<https://education.uoregon.edu/academics/student-grievance>) or enter search: student grievance.

IN CASE OF INCLEMENT WEATHER

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene- Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <http://www.uoregon.edu>. Additional information is available at <http://hr.uoregon.edu/policy/weather.html>.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

COURSE INCOMPLETE POLICY

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, Please see:

<https://education.uoregon.edu/academics/incompletes-courses>



UNIVERSITY OF OREGON

College of Education

Developing Thoughtful Literacy Practices

University of Oregon – College of Education - Department of Education Studies

2015 Summer Term Syllabus

Dr. Audrey Lucero Assistant Professor, Education Studies	
Susan Dwoskin Doctoral Candidate, Education Studies	
Phone: (541) 346-8069	Fax: (541) 346-3556
E-mail: alucero@uoregon.edu sdwoskin@uoregon.edu	
Office: 126C Lokey Education Building	
Office Hours: By appointment (schedule by email)	

COURSE OVERVIEW

This is the second methods course in the elementary master's level literacy sequence. As such, we will continue to examine instructional methods for teaching and assessing skills and strategies in key areas of reading. As in the previous course, we will use the Gradual Release Model within a developmental framework. You will deepen your understanding of assessment and instruction specifically designed for struggling readers. In addition, you will participate in an authentic lesson cycle designed to engage students in the reading of historical fiction with a focus on developing academic vocabulary and differentiating instruction for children with varying needs.

GOALS

Throughout this course we will review theoretical and instructional approaches to elementary literacy instruction. The course is divided into *four interrelated strands*:

1. Analyzing and using individual and class-level *assessment* data to inform instruction and grouping decisions
2. Developing instructional strategies to meet the needs of *readers who struggle* in various areas of literacy
3. Recognizing the importance of *academic language* and *vocabulary* in the elementary classroom
4. *Differentiating instruction* to meet the needs of diverse students in the mainstream literacy classroom

TEXTBOOKS & READING MATERIALS

TITLE	AUTHORS	Required/Optional
<i>Bringing words to life: Robust vocabulary instruction</i> (2002) chs 1 (pp. 1-14), 2 (pp. 15-30). New York, NY: The Guilford Press.	Beck, I., McKeown, M. G., & Kucan, L.	Required – on ObaVerse
<i>English language learners day by day k-6</i> (2009) ch. 5 (pp. 123-153). Portsmouth, NH: Heinemann.	Celic, C.M.	Required – on ObaVerse
Using basal readers: From dutiful fidelity to intelligent decision making. <i>The Reading Teacher</i> , 2012, 66(5), 391-400.	Dewitz, P. & Jones, J.	Required – on ObaVerse
<i>Words their way with struggling readers: Word study for reading, vocabulary, and spelling instruction, grades 4-12</i> (2011) chs. 1-3 (pp. 1-88). Upper Saddle River, NJ: Pearson.	Flanigan, K., Hayes, L., Templeton, S.R., Bear, D.R., Invernizzi, M.A., & Johnston, F.A.	Required – on ObaVerse
<i>One crazy summer</i> (2010). Amistad Press.	García, R.W.	Required – Available to borrow
<i>Interpreting the easyCBM progress monitoring test results, 2012-2013.</i>	Riverside Houghton-Mifflin Harcourt	Required – on ObaVerse
<i>Teaching reading and writing: The developmental approach</i> (2014) chs.4,11 (pp. 112-153, 414-434). Upper Saddle River, NJ: Pearson.	Templeton, S. & Gehsmann, K.M.	Required for purchase
What does language have to do with social justice? (2015) <i>Reclaiming the Language for Social Justice</i> blog	Westerlund, R.	Required – on ObaVerse

ASSIGNMENTS

All assignments should be well-written, concise, and carefully edited. They should be double-spaced in 12 pt. font with 1" margins and turned in in hard copy by the due date.

1. Phonics/Word Analysis Assignment (15 points) You will read a case study and answer questions. You can choose from a second grader (if you are interested in primary applications) or a sixth grader (if you are interested in intermediate applications).

2. Fluency/Comprehension Assignment (20 points) You will complete the activity on ObaVerse related to the interpretation and use of easyCBM class-level assessment data.

3. Comprehension for Struggling Readers Assignment (15 points) You will complete a small group assignment related to small group instruction for struggling comprehenders in class on Thursday, July 2.

4. Vocabulary/Academic Language Assignment (20 points) You will complete the activity on ObaVerse related to teaching and reinforcing vocabulary and academic language.

5. Group Differentiation Assignment (30 points) You will complete a small group assignment on ObaVerse related to differentiating instruction for a specific group of learners.

GRADING POLICY

Grades will be assigned in accordance with the College of Education grading requirements. Each student's total points will be tabulated and percentage scores will be computed using the total number of points possible in this term (100 points). The following standards apply to assigned grades.

A: 90-100 points

A-: 86-89 points

B+: 83-85 points

B: 80-82 points

B-: 77-79 points

C+: 73-76 points

C: 70-72 points

*Please note that point bands for each grade are equivalent to the percentages from EDST640

EXPECTED TIME COMMITMENT

In addition to the forty hours spent in class, you are expected to spend an addition 120 hours of time outside of class reading, completing assignments, and preparing for class sessions. The total expected time commitment for this 4-credit course is therefore 160 hours.

SCHEDULE OF TOPICS AND ASSIGNMENTS

Session	Topic	Readings/Assignments Due
Session 1 June 22	Course Overview, Assessing & Instructing Word Analysis, part I [Audrey, Susan]	<i>Flanigan et al, 2011, ch. 1,3</i>
Session 2 June 23	Assessing & Instructing Word Analysis, part II [Audrey]	<i>Flanigan et al, 2011, ch. 2</i> <i>Templeton & Gehsmann, ch. 11</i>
Session 3 June 24	Assessing Fluency [Audrey]	<i>Interpreting easyCBM</i> <i>Templeton & Gehsmann, ch. 4</i> Word Analysis Assignment (2 options)
Session 4 June 25	Instructing Fluency [Audrey]	
Session 5 June 26	Assessing Vocabulary/Academic Language [Audrey]	<i>Beck, McKeown, & Kucan,</i> <i>2002, chs. 1,2</i>
Session 6 June 29	Instructing Vocabulary/Academic Language [Audrey, Susan]	<i>Celic, 2009, ch. 5</i>
Session 7 June 30	Assessing Comprehension [Audrey]	
Session 8 July 1	Instructing Comprehension, part I [Audrey]	Fluency/Comprehension Assignment <i>Dewitz & Jones, 2012</i>
Session 9 July 2	Instructing Comprehension, part II [Audrey]	Comprehension for Struggling Readers Assignment (in class)
Session 10 July 6	Accessing Academic Language [Susan, Audrey]	<i>Westerlund, 2015</i>
Session 11 July 7	Setting the Stage [Susan]	<i>Garcia-Williams, 2010</i> <i>p. 1-38</i>

Session 12 July 8	Contextualizing Literature [Susan]	<i>Garcia-Williams, 2010</i> <i>p. 39-74</i>
Session 13 July 9	Contextualizing Literature [Susan]	<i>Garcia-Williams, 2010</i> <i>p. 75-110</i>
Session 14 July 10	Contextualizing Literature [Susan]	Vocab/A.L. Assignment
Session 15 July 13	Access and Differentiation [Susan, Audrey]	<i>Garcia-Williams, 2010</i> <i>p. 111-145</i>
Session 16 July 14	Access and Differentiation [Susan]	<i>Garcia-Williams, 2010</i> <i>p. 146-178</i>
Session 17 July 15	Access and Differentiation [Susan]	<i>Garcia-Williams, 2010</i> <i>p. 179-215</i>
Session 18 July 16	Access and Differentiation [Susan]	
Session 19 July 17	Access and Differentiation [Susan]	Group Differentiation Assignment

COURSE POLICIES

STUDENT ENGAGEMENT INVENTORY

A typical student should expect to spend the indicated number of hours in each of the following activities related to this course:

Educational Activity	Hours	Explanatory Comments
Course Attendance	38	Students are expected to attend all sessions
Assigned Readings + Activities	50	Readings should be annotated and brought to every class session
Assignments	70	Assignments are expected to be of the highest quality
<i>Total</i>	<i>158 hours</i>	

ATTENDANCE POLICY

Because of the participatory nature of this course, attendance is required in order to be successful. If you must miss class, you are expected to email the instructor at least four hours *before* doing so. Any assignments due should be turned in to Audrey's mailbox (in Lokey 126) or via email in a timely manner. The maximum number of classes you can miss is two; if you miss three, we will need to meet to discuss a possible incomplete grade for the course.

EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Silencing cell phones and other electronic devices, not texting – *repeated texting will be grounds for dismissal from a session*

DIVERSITY

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.

- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>.

MANDATORY REPORTING

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>
<http://around.uoregon.edu/mandatoryreporting>

ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu;

Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:

UO Bias Response Team: 346-1139 or
<http://bias.uoregon.edu/whatbrt.htm>

Conflict Resolution Services 346 -0617 or
<http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx>

Affirmative action and Equal Opportunity: 346-3123 or
<http://aaeo.uoregon.edu/>

GRIEVANCE POLICY

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<https://education.uoregon.edu/academics/student-grievance>) or enter search: student grievance.

IN CASE OF INCLEMENT WEATHER

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene- Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <http://www.uoregon.edu>. Additional information is available at <http://hr.uoregon.edu/policy/weather.html>.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on ObaVerse or via email. During periods of inclement weather, please check ObaVerse and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

COURSE INCOMPLETE POLICY

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, Please see:
<https://education.uoregon.edu/academics/incompletes-courses>



UNIVERSITY OF OREGON

SPED 411/511 Foundation of Disability I
Spring 2016, CRN: 35580; 3 credits
Wednesdays, 5:00 – 7:50 pm; Lokey 276

Instructor: Laurie Gutmann Kahn **Email:** lkahn@uoregon.edu
Office: Lokey 130E **Office Hours:** By appointment

GTF: Rebecca Frantz **Email:** rfrantz@uoregon.edu
Office: CSB 220 **Office Hours:** By appointment

1. Course Description

The students and families with whom we work in public and private schools are diverse individually and culturally. This course will allow you to consider multiple perspectives when working with children, youth, and their families. Teachers must also be familiar with the laws, characteristics, placement options, instructional strategies, and adaptations related to exceptional children and youth and must be able to integrate this knowledge and apply it when making decisions about educational placements, instructional strategies, ongoing assessments, and classroom management. This understanding will provide you with a basis for integrating theory and practice and for making positive transformations in classrooms, schools, and communities. In this course you will be provided with an overview of the field of special education; you will discuss the characteristics and needs of students with disabilities; and you develop further understanding of the resources and strategies that are available to facilitate the social, emotional, and academic health of all students.

We will examine characteristics of exceptional students in K12 schools and the historical, legal, and philosophical bases for special education. Our focus will be on teaching students with disabilities within general education settings using research-based instructional strategies, classroom management, and related services. Students who have been identified for special education services spend much of their instructional time in general education classrooms. General education teachers must be prepared to teach academically diverse classes. In this course, we will work through a series of problem-based learning exercises framed by four big questions that will guide our studies and reflect the learning outcomes expected by future teachers:

- How do historical, legal, and values frameworks influence educational decisions regarding a delivery of services and supports to identified students?
- Who are students with “exceptional” learning needs?
- Which instructional principles and practices should teachers employ in academically diverse classrooms?
- How can classroom and school community environments be shaped to support the success of all students?

2. Course Learning Objectives

- Articulates a personal philosophy of special education that reflects knowledge of models, theories, and history of special education practice
- Has adequate knowledge of special education laws including due process rights and responsibilities of students, parents, teachers
- Knows theories, policies and ethics of behavior management as they apply to students with behavior problems across severity and ages

- Has adequate knowledge of definitions of disabilities and issues related to the identification of students across a variety of disabilities, levels of severity and ages
- Knows most common service delivery models, continuum of placements, and types of services available across a variety of disabilities, levels of severity and ages
- Has appropriate knowledge of the impact of cultural/linguistic differences on families and schools
- Has sufficient knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without a variety of disabilities across levels of severity and ages
- Has adequate knowledge of the social, affective, physical, cognitive, and academic characteristics of students across a variety of disabilities, levels of severity and ages and implications for education
- Has appropriate knowledge of family structures, the effects of culture and environment on individuals with disabilities and their families, and variations in the role of families in supporting students with disabilities
- Knows common etiologies and diagnostic indicators of various disabilities as well as medical aspects of various conditions and diseases
- Has appropriate knowledge of the variations in effect that an exceptional condition can have on an individual's life
- Understands common differences in ways of learning and has adequate knowledge of how and individual's sensory, cognitive, and information processing strengths and weaknesses influence learning and instruction across a variety of disabilities, levels of severity and ages
- Has adequate knowledge of the effect that variations in academic and social abilities, attitudes, interests, and values have on learning, achievement, and career development across a variety of disabilities, levels of severity and ages
- Understands sufficiently how variations in traditions, beliefs and values effects relationships among individuals with disabilities, families, and schools, and how these variations effect teaching and learning across a variety of disabilities, levels of severity and ages

3. Course Organization

- Lecture with Q & A; Large group discussion; Guest Speakers; Training from outside organizations; Small group discussion and problem solving; Cooperative learning; Personal reflection; Student led presentations; Peer review.

4. Required Readings

Vaughn, S., Bos, C.S., & Schumm, J.S. (2014). *Teaching Students Who Are Exceptional, Diverse, and At-Risk (6th Edition)*. Boston, MA: Pearson.

Other required readings:

- Instructor Assigned: In addition to some material from the text, other readings are assigned by the instructor. These are available electronically through Canvas as links on the Files page for the course.
- Student Selected: Each student will be responsible for locating and reading supplemental articles or chapters that will help to answer questions raised in class as part of problem-based learning activities.

Journals Related to Special Education

Exceptional Children	Educational Leadership
Journal of School Psychology	Teaching Exceptional Children
Journal of Learning Disabilities	Exceptionality
Learning Disabilities Research and Practice	Journal of Special Education
Journal of Orthopsychiatry	Behavioral Disorders
Learning Disabilities Quarterly	Mental Retardation
Educational Leadership	Remedial and Special Education (RASE)
The Future of Children	Child Development
Focus on Exceptional Children	Psychology in the Schools
Beyond Behavior	Journal of Positive Behavioral Supports

5. Course Canvas Site

You have automatic access to the Canvas site for this class. You should use the email address given to you by the university or have it forwarded to your personal address, as all correspondence will occur through the Canvas system. I will be using Canvas to record grades, post documents for the class (readings, assignments, etc.), and to send out announcements.

6. Course Assignments

There will not be any exams or research paper for this course. Instead, assignments have been designed to require you to think critically with the materials presented. All assignments must be typed and uploaded to Canvas unless otherwise specified by the instructor. Unexcused late work will result in a loss of points. For due dates, please refer to the tentative class schedule.

Attendance and Participation (Including online class meeting): Attendance for this course is required. You will be participating in activities, presentations (x2), and discussions that are a part of your requirements for this course and will count as your attendance. If you miss a class, please email your instructor. You will be able to make up missed points at your instructor's discretion.

Interview with SPED Teacher: You will be required to meet with and interview one special education teacher at your student teaching site. If you are not working at a school this quarter and do not have any connections to a special education teacher, please contact your instructor who will help you with a connection for your interview. You will have an interview protocol that you will need to follow, however, you are free to ask follow-up questions at your own discretion. Details for the interview with the SPED teacher will be given in class as well as on Canvas under assignments.

Case Posts (x3): These assignments allow you to ask questions and find answers on the case studies that have been presented in class. You will upload your case post to your Group's discussion board. Details for each case post will be given in class as well as on Canvas under assignments.

Modified Lesson Plans (x2): As we explore instructional practices for diverse learners, you will have the opportunity to apply these strategies (such as universal design for learning, differentiated instruction, unique student needs, content enhancement, regulated learning/behavior strategies, etc.) to your own practice. Details for the modified lesson plan will be given in class as well as on Canvas under assignments.

Working with Diverse Learners Final Analysis: The purpose of this Final Analysis Paper is to demonstrate your knowledge and understanding of key material from the course and information learned. Furthermore, the paper provides an opportunity for you to reflect on what you have learned and present your personal philosophy on

special education, inclusion, and working with diverse learners. The paper should be relatively brief (e.g., @ 4-6 double-spaced pages plus references). Show that you have considered or built upon others' ideas by citing credible, external sources. Details for the final analysis will be given in class as well as on Canvas under assignments during week 6.

7. Tentative Class Schedule

Week	Topic & Content	Reading, Assignment Due
1 3/30	Disability Culture, Identity, and Language	Assignment: Online Class (NO IN CLASS MEETING) <ul style="list-style-type: none"> Welcome Video (just watch & email Laurie with questions) SPED 511 Survey (visit link and complete survey) Culture, Language, and Identity Project (read Shapiro & Baglieri, 2012, answer questions, and upload answers). Jonathan Mooney Video (watch video, answer questions, and upload answers)
2 4/6	SPED Legal Policies and Laws History of Education of Students with Disabilities, IEPs, 504 plans,	Reading: Vaughn (2014) Chapter 1, 2
3 4/13	SPED Programs Teaching Culturally and Linguistically Diverse Students RTI Case Study 1 (Disability Characteristics)	Assignment: Interview with SPED Teacher Reading: Vaughn (2014) Chapter 4
4 4/20	Case 1 group presentations Instructional Practices (Accommodations, Modifications, Universal Design, Differentiated Instruction) Teaching Culturally and Linguistically Diverse Students	Assignment: Case 1 post Reading: Vaughn (2014) Chapter 6, 9, 10 Reading: Vaughn (2014) Chapter 12 Reading: Cooper & Tomlinson (2006)*
5 4/27	Case 1 group presentation Guest: Toby Rickard Case Study 2 (Instructional Strategies)	Reading: Vaughn (2014) Chapter 7, 8, 11 Reading: Vaughn (2014) Chapter 13
6 5/4	Instructional Practices for the Classroom Co-Teaching	Reading: Vaughn (2014) Chapter 14, 15, 16 Reading: Chapman, 2005*
7 5/11	Behavior Supports in the Classroom (Positive Behavior Supports, Classroom Management, Responding to Problem Behaviors) Guest: Rhonda Torke Nees Case Study 3 (Classroom and School community)	Assignment: Case 2 post Reading: Vaughn (2014) Chapter 5 Reading: Kurth & Gross (2015) Chap 10*
8 5/18	Family & Community Collaboration Training: TASH	Assignment: Modified Lesson Plans (x2) Reading: Vaughn (2014) Chapter 3 Reading: Dansforth, Chapter 7

9 5/25	Guest: Josh Barbour Transition Planning Person Centered Planning Self-Determination Collaboration with Paraeducators Co-Teaching	Reading: Kurth & Gross (2015) Chap 7, 12* Reading: Friend (2014) Chap 1, 4, 5* Assignment: Case 3 post
10 6/1	Quarter Wrap Up Different types of meetings and role play Inclusion activity (read inclusion articles and discussion groups)	Reading:
Finals		Assignment: Working with Diverse Learners Final Analysis

8. Grading and Evaluation

Grading Element	Percent of Final Grade
Attendance and Participation (Including online class meeting, presentations, etc.)	40%
Interview with SPED Teacher	10%
Case Posts (x4)	20%
Modified Lesson Plans (x2)	10%
Working with Diverse Learners Final Analysis	20%

96-100=	A	76-79 =	C+
92-95 =	A-	72-75 =	C
88-91 =	B+	68-71 =	C-
84-87 =	B	64-67 =	D+
80-83 =	B-	60-63 =	D
		60-below=	F

9. Role of the GTF

The main role of the GTF is to provide educational support to the students in the course. They will also be responsible for assisting with the grading throughout the quarter. The GTF has professional knowledge, expertise, and experience in Special Education and Early Intervention and will provide course information and may provide feedback to students on an individual and group basis.

10. Student Engagement Inventory

Graduate Courses: *Under the UO quarter system, each graduate credit reflects approximately forty hours of student engagement. Therefore, a 3-credit course would engage students for approximately 120 hours total among the activities listed below in which students are actively engaged in learning over the course of the term.*

Educational activity	Hours student	Explanatory comments (if any):

	engaged	
Course attendance	30	This includes lectures, presentations, trainings, case work, etc.
Assigned Readings & Class Preparation	40-50	This includes completing the assigned readings and student selected readings, interview, and meeting with group members (in person or on Canvas) to prepare prior to class meetings.
Course Assignments	40-50	This includes the case posts, interview write up, lesson planning, and final analysis.
Total hours:	110 – 130	

11. My Expectations and Assumptions

- Respectful language and behavior is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of describing and critiquing research studies or procedures. Students in this class should feel free to discuss topics and issues in an open and professional manner. Disrespectful, harassing, and abusive language have no place in professional discourse. Any student who feels uncomfortable or has concerns in the context of class discussion or other class activities should feel free to talk with the class instructor, GTF, or with the EDF department head.
- Attendance is required for all scheduled classes and students are responsible for information covered in assigned readings, class presentations, handouts, and in-class discussions. ***If you cannot attend a class, I expect students to notify their instructor through an email prior to the start of class. It is the student's responsibility to make up the missed content.*** You will be able to make up missed points at your instructor's discretion.
- Students are expected to come to class "thoroughly prepared." This means having read the readings sufficiently to: a) discuss ideas, notions, concepts, and issues from the readings; b) relate this information to previous information presented in class and in previous readings; and c) apply the information to problems and issues discussed in class. It also implies that the student has reviewed information from previous readings and class meetings. It will be the student's responsibility to prepare and present questions when information from readings or class is unclear.
- Assignments must be turned in at or before the assigned due date as listed in the syllabus. Exceptions to this policy are possible when **prior** arrangements have been made with your GTF. NOTE! Assignments turned in after the due date may be assigned a lower evaluation. Students wishing to receive early feedback on assignments in order to improve their performance may negotiate turning in assignments before the due date with their GTF or coming to the instructor's office hours.
- Assignments (unless otherwise noted) should be typewritten and carefully proofed for correct spelling, punctuation, grammar, etc.
- Cell phones must be silenced during class. If you must have your phone on for potential emergencies, please inform the instructor prior to class.

- In order to maintain an engaged classroom community, computers, phones, or tablets are not to be used during class (with exception of disability accommodations, language tools, or instruction/approval from either the instructor or the GTF). We want all students to be active during our class discussions. This could change, but at the discretion of the instructor.

College of Education Policies

13. Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

14. Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

15. Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>
<http://around.uoregon.edu/mandatoryreporting>

16. Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Additional Policy on academic honesty

Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website:

"Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for

credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person's actual words or replicates all or part of another's product;
2. One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. One borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

17. Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

- Outside the College, you can contact:
- **UO Bias Response Team: 346-1139** or <http://bias.uoregon.edu/whatbrt.htm>
- **Conflict Resolution Services 346 -0617** or <http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx>
- **Affirmative action and Equal Opportunity: 346-3123** or <http://aaeo.uoregon.edu/>

17. Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<https://education.uoregon.edu/academics/student-grievance>) or enter search: student grievance.

18. In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <http://www.uoregon.edu>. Additional information is available at <http://hr.uoregon.edu/policy/weather.html>.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

19. Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>

