

Compliance Plan for Dyslexia Instruction Standards  
Presented to TSPC  
From George Fox University  
December 28, 2016

This report contains information about the process of review and revision of four programs at George Fox University within the School of Education in order to meet new rules for dyslexia instruction. The four programs are: Elementary-Multiple Subjects at the graduate level, Elementary-Multiple Subjects at the undergraduate level, Reading Intervention, and Special Education Generalist programs.

The report is divided into four sections, one for each program, and each section contains a narrative describing the review and revision process and supporting documentation. In general, the supporting documents are course syllabi that reflect changes made in order to address the new rules. Faculty from each of the programs participated in the process and assisted in the development of materials for this report.

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## Special Education Endorsement Program at George Fox University

The **process** the Special Education Program used to identify areas that each SPED course needing additional course work to meet the new requirements to reflect systematic, explicit and evidence-based instructional practices included the following **steps**.

1. Review the new legislation requirements for students with dyslexia
2. Identify the areas from the legislation that need to be instructed,
3. Identify which courses the new requirements will be instructed
4. Add the essential wording to each course syllabus to reflect the outcome of the review and revision process.

### **Outcome of the review/revision process:**

1. GFU's Special Education Department **reviewed SB 612 and ORS 326.72** to identify components of the legislation that we would need to incorporate into our instruction through our courses. "A System-wide Approach to Meeting the Needs of Students with Dyslexia," (ODE, 2016) was used to review the requirements as well as the International Dyslexia Association (IDA) Guidelines and Standards.
2. The **components** of the new legislation that need to be explicitly instructed were **identified and used to review current practices**. The components are listed below.
  - recognize and understand Dyslexia,
  - conduct student screening for risk factors in K-1,
  - understand risk factors of dyslexia,
  - identification of potential IDEA/504 implications with all students,
  - understand instruction that is systematic, explicit and evidence-based to meet the needs of students with dyslexia,
  - understand that dyslexia is not a problem with vision, rather a problem with language,
  - understand and identify risk factors for dyslexia; phonological awareness, rapid naming skills, letter/sound correspondence and family history,
  - identify assessment and instructional implication of phonological awareness to include evidence based instructional strategies, materials, progress monitoring,
  - identify assessment and instructional implication of rapid naming skills to include evidence based instructional strategies, materials, progress monitoring,
  - identify assessment and instructional implication of letter/sound correspondence to include evidence based instructional strategies, materials, progress monitoring,

- how to conduct the dialogue with parents to identify family history of difficulty in learning to read ,
- identify the foundational concepts about oral and written language,
- identify and implement structured language teaching,
- interpret and administer assessments for planning instruction and identification,
- understand and implement Dyslexia-Specific interventions,
- understand and then support gen ed teachers with multi-sensory teaching and
- understand the implications of IDEA/504 identification, accommodations and supplementary aides and services.

3. The following chart depicts the **courses that have been identified to instruct** the legislation components.

Dyslexia Components for Instruction	Theory Foundations and Ethics	Developmental Psychology and Learning Theory	Structures for Teaching and Learning: Academic	Structures for Teaching and Learning: Functional	Assessment and Evaluation	Assistive Technology & Specialized Supports	Case Management	Behavior Support and Classroom Management	Transitions	Practicums: Mild to Moderate & Severe
	501	511	512	513	521	524	531	550	552	576/577
Recognize and understand Dyslexia	✓	✓	✓	✓						
Conduct student screening for risk factors in K-1			✓		✓	✓				
Understand risk factors of dyslexia	✓		✓	✓			✓			
Identification of potential IDEA/504 implications with all students	✓	✓	✓	✓	✓	✓	✓		✓	✓
Understand instruction that is systematic, explicit and evidence-based to meet the needs of students with dyslexia	✓		✓	✓			✓			✓
Understand that dyslexia is not a problem with vision, rather a problem with language	✓		✓	✓			✓			
Understand and identify risk factors for dyslexia; phonological awareness, rapid naming skills, letter/sound correspondence and family history	✓	✓	✓		✓	✓	✓			✓
Identify the foundational concepts about oral and written language			✓	✓						
Identify and implement structured language teaching			✓			✓				
Interpret and administer assessments for planning instruction and identification			✓	✓	✓	✓	✓			
Understand and implement Dyslexia-Specific interventions						✓	✓			
Understand and then support general educators with multi-sensory teaching			✓	✓		✓	✓			
Understand the implications of IDEA/504 identification, accommodations and supplementary aides and services			✓	✓		✓	✓			

4. The attached Special Education Course **Syllabi reflect the essential wording that resulted** from the review and revision process. Realizing that each syllabus provides goals for instruction, each instructor will refer to the component chart for the additional areas of their courses to embed in their instruction and course projects.



**SPED 501 Theory, Foundations and Ethics for Special Educators**

Term:  
 Credit Hours: 2  
 Instructor Name:  
 Instructor Phone:  
 Instructor Email:  
 Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** This course will focus on the historical foundations and purpose of special education, theory, special education law and policy, including legislation and litigation, and ethics. The course provides the foundational knowledge needed to understand exceptionalities of all kinds.

**Course Goals**

Course Goal	TSPC & Council for Exceptional Children Standards	NCATE Standards	IDA Standards	SOE Conceptual Framework	Assessment
Consider, discuss, and critique the “professional and ethical educator” and “education” in light of the historical context, philosophies, theories and federal legislation pertaining to special education.	1a, 9b	Standard 1	Standard 1-E	Think Critically, Promote Justice, Transform Practice	Professional & Ethical Special Educator Paper
Defend defining litigation related to federal special education law <b>to include new legislation on the identification, screening and specially designed instruction</b>	1a	Standard 1	Standard 1-D Standard 1-E	Think Critically, Promote Justice, Transform Practice	Case study presentation
Classify student characteristics according to the legal special education categories <b>to include dyslexia within Specific Learning Disability</b> . Identify characteristics of physical and mental disabilities as designated by federal <b>and state</b> law.	1b	Standard 1	Standard 1-A	Think Critically, Promote Justice, Transform Practice	Critique an IEP and a 504 plan for students with disabilities.
Examine the special education to IEP implementation process.	1c, 8b	Standard 1	Standard 1-C	Think Critically, Promote	Create a timeline

				Justice, Transform Practice	
Distinguish between functional and academic designation ( <b>including dyslexia</b> ) and its impact on the individual and family.	1b	Standard 1	<b>Standard 1-C</b>	Think Critically, Promote Justice, Transform Practice	Create a mind map
Be able to demonstrate understanding of the discipline based on philosophies, principles, and theories.	1d	Standard 1	<b>Standard 1-E</b>	Think Critically, Promote Justice, Transform Practice	Construct personal philosophy of special education
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies (ISTE/NETS)</b>		Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.			

TSPC –Teacher Standards and Practices Commission, \*\*NCATE – National Council Association on Teacher Education, \*\*\*CF = *School of Education Conceptual Framework* (TC = Think Critically; TP = Transform Practice; PJ = Promote Justice).

**TaskStream Assessment:**

Professional & Ethical Special Educator Paper

**Course Text**

**Other policies**

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**SPED 511 Developmental Psychology and Learning Theory**

Term:  
 Credit Hours: 2  
 Instructor Name:  
 Instructor Phone:  
 Instructor Email:  
 Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** The theoretical and practical aspects of human development - birth through young adult – and the connection to developmental psychology and learning theory. Functional knowledge of exceptionalities is developed.

**Course Goals**

Course Goal	TSPC & Council for Exceptional Children Standards	NCATE Standards	IDA Standards	SOE Conceptual Framework	Assessment
Recognize and appraise behavioral, physical, personal, social and cognitive development in students with disabilities <b>that include dyslexia.</b>	2a, 2b,	Standard 1	Standard 1-E	Think Critically, Transform Practice, Promote Justice	Child observation assignment
Recognize and appraise behavioral, physical, personal, social and cognitive development in students on the autism spectrum <b>and students with dyslexia.</b>	2a, 2b, 2c, 3a,	Standard 1	Standard 1-E	Think Critically, Transform Practice, Promote Justice	Child observation assignment
Analyze the relationships between learning theories and leading developmental theories as related to exceptionalities <b>to include dyslexia under specific learning disabilities category</b>	2a, 2b	Standard 1	Standard 1-E	Think Critically, Transform Practice, Promote Justice	Create a graphic organizer, linking learning and developmental theories
Uses principles of psychology to enhance teaching, learning, motivation, and behavior management.	5b, 5d	Standard 1	Standard 1-A Standard 1-B Standard 1-C Standard 1-E	Think Critically, Transform Practice, Promote Justice	Critique an IEP and 504 plan for students with disabilities.
Recognize and evaluate the connection between theorists,	3c	Standard 1	Standard 1E	Think Critically,	Child observation study

developmental theories, and their impact on the individual exceptional learner (including dyslexia).				Transform Practice, Promote Justice	
Understand how the experiences of students with special needs impact families, community, social interaction, and the ability to learn to include all categories, functional and academic learning and dyslexia.	2c, 3a, 3b,	Standard 1	Standard 1-E	Think Critically, Transform Practice, Promote Justice	Family interview / encounter
Interpret the ways in which culture influences perceptions of ability, social interactions, and student success	3a, 3b, 6c	Standard 1	Standard 1-E	Think Critically, Transform Practice, Promote Justice	Diverse family interview / encounter
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies (ISTE/NETS)</b>		Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.			

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**TaskStream Assessment**

Child observation assignment

**Course Text**

**Other policies**

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**SPED 512 Structures for Teaching and Learning: Academic**

Term:  
 Credit Hours: 3  
 Instructor Name:  
 Instructor Phone:  
 Instructor Email:  
 Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** This course prepares candidates to meet the needs of school students with high incidence learning disabilities in general education classrooms. Develops curricular modifications and adaptations, evaluates content curriculum, and provides assistance to general education teachers in implementation RTI Tier II and III strategies.

**Course Goals**

Course Goal	TSPC & Council for Exceptional Children Standards	NCATE Standards	IDA Standards	SOE Conceptual Framework	Assessment
Demonstrates skills in evaluating current reading and math programs for all learning disabilities (processing skills, executive functioning skills, dyslexia)	4a,	Standard 1	Standard 1-C Standard 1-E	Think Critically, Transform Practice, Promote Justice	Curriculum analysis
Demonstrate skills in instructional methods appropriate for exceptional learners, including for those on the autism spectrum and those with dyslexia.	4a, 4c, 7d	Standard 1	Standard 1-C	Think Critically, Transform Practice, Promote Justice	Lesson Plans
Collaborate with general education classroom teachers in using effective instructional methods to meet the needs of exceptional learners which includes students with processing, executive functioning and dyslexia needs .	5c, 5f	Standard 1	Standard 1-C Standard 1-E	Think Critically, Transform Practice, Promote Justice	Collaborative planning outline.
Demonstrate the ability to create short & long range plans for exceptional learners including students with dyslexia.	5a, 7a, 7b, 7c, 7d, 7e, 7f	Standard 1	Standard 1-D	Think Critically, Transform Practice, Promote Justice	Curricular planning project

Construct instructional plans in collaboration with general education teacher for remediation and language development, including ELL learners <b>and students with dyslexia</b> . Plans include strategies, differentiated instruction, curriculum, and assessment.	5c, 5f, 6a, 6d, 7a	Standard 1	<b>Standard 1-C Standard 1-D</b>	Think Critically, Transform Practice, Promote Justice	Collaborative planning outline
Select appropriate accommodations and modifications to the general education curriculum for identified students <b>to include low processing skills, executive functioning needs and dyslexia</b> .	4a, 5c, 5f, 7e	Standard 1	<b>Standard 1-C Standard 1-D</b>	Think Critically, Transform Practice, Promote Justice	Case study & lesson plan
Demonstrate knowledge of developmental progressions in reading, writing, spelling, and math concepts <b>to include specific needs for students with dyslexia</b> .	7b, 7e	Standard 1	<b>Standard 1-A Standard 1-B Standard 1-C Standard 1-D Standard 1-E</b>	Think Critically, Transform Practice, Promote Justice	Create a timeline / graphic organizer
Demonstrate ability to provide mentoring and coaching to general education teachers in RTI and differentiation <b>to include students with dyslexia</b> .	4a, 10b, 10d	Standard 1	<b>Standard/ Section II - Guidelines pertaining to supervised practice of teachers who work in school settings.</b>	Think Critically, Transform Practice, Promote Justice	Presentation project
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies (ISTE/NETS)</b>		Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.			

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**TaskStream Assessment:**

Case study & lesson plan  
Lesson Plans

**Course Text**

**Other policies**

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**SPED 513 Structures for Teaching and Learning: Functional**

Term:  
 Credit Hours: 3  
 Instructor Name:  
 Instructor Phone:  
 Instructor Email:  
 Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** This course prepares candidates to meet the needs of school students with low incidence learning disabilities who may or may not spend some time in general education classrooms. Candidates explore and discuss low incidence disabilities including: intellectual disability, hearing impairment, visual impairment, deaf/blindness, communication disorder, emotional disturbance, orthopedic impairment, traumatic brain injury, autism spectrum disorder, and other health impairments. Functional living skills are incorporated into content planning.

**Course Goals**

Course Goal	TSPC & Council for Exceptional Children Standards	NCATE Standards	IDA Standards	SOE Conceptual Framework	Assessment
Demonstrates skills in evaluating the role of language in students with dyslexia, and sensory/motor disabilities.	6d	Standard 1	Standard 1-A Standard 1-B	Think critically, transform practice, promote justice	Student analysis assignment
Demonstrate skills in instructional planning, assessment, methods and materials appropriate for students with low incidence disabilities to include students with dyslexia.	4a, 4c, 7d	Standard 1	Standard 1-C	Think critically, transform practice, promote justice	Create a unit of study
Collaborate with general education classroom teachers	5c, 5f,	Standard 1	Standard 1-E	Think critically,	Collaborative planning outline.

when appropriate, using effective instructional methods to meet the needs of exceptional learners, who may spend time in general education classrooms <b>including needs of students with dyslexia.</b>				transform practice, promote justice	
Demonstrate the ability to create short & long-range age-appropriate curriculum for exceptional learners.	5a, 7a, 7b, 7c, 7d, 7e, 7f	Standard 1	<b>Standard 1-A</b> <b>Standard 1-B</b> <b>Standard 1-C</b>	Think critically, transform practice, promote justice	Curricular planning project
Articulate appropriate functional living skills for identified students.	4a, 4c	Standard 1	<b>Standard 1-A</b> <b>Standard 1-B</b> <b>Standard 1-C</b>	Think critically, transform practice, promote justice	Clinical Practice reports
Design appropriate accommodations and modifications to allow students to participate in the least restrictive environment <b>including those with dyslexia.</b>	5c, 5f, 6d, 7a, 7e	Standard 1	<b>Standard 1-C</b> <b>Standard 1-E</b>	Think critically, transform practice, promote justice	Case study and lesson plan
Formulate appropriate developmental progressions in the areas of life skills and content.	4c	Standard 1	<b>Standard 1-E</b>	Think critically, transform practice, promote justice	Create a timeline / graphic organizer
Plan for inclusion and provide integration strategies for school community.	2c, 5f, 10a, 10d,	Standard 1	<b>Standard 1-E</b>	Think critically, transform practice, promote justice	Create a unit of study
Develop language and communication skills in students with exceptionalities <b>including those with dyslexia.</b>	6a	Standard 1	<b>Standard 1-A</b>	Think critically, transform practice, promote justice	Clinical Practice Student assessment and recommendations
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies (ISTE/NETS)</b>		Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.			

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**TaskStream Assessment**

Create a unit of study  
Clinical Practice reports

**Course Text**

**Other policies**

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**SPED 521 Assessment and Evaluation**

Term:  
Credit Hours: 3  
Instructor Name:  
Instructor Phone:  
Instructor Email:  
Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** This course addresses assessment and evaluation as the means for making instructional decisions. The candidate will learn and practice multiple ways of assessing students. These include informal assessment, progress monitoring, formal evaluations, and standardized achievement tests to synthesize all that data to create a cohesive picture of the student’s standing, and continue to use the appropriate assessment tools to generate the information needed to make curricular and program decisions. Understand the special identification process (the discrepancy model, IQ vs. academic achievement test).

**Course Goals**

Course Goal	TSPC & Council for Exceptional Children Standards	NCATE Standards	IDA Standards	SOE Conceptual Framework	Assessment
Use multiple assessments to place students on a developmental progression for	8a, 8f,	Standard 1	Standard 1-D	Think critically, Transform	Comprehensive assessment project

reading, writing, and math to include assessments aimed at identification for dyslexia.				Practice and Promote Justice	
Use formative and summative evaluations as instructional tools and address validity, reliability, norms, bias, and interpretations including areas pertaining to dyslexia.	8c, 8d	Standard 1	Standard 1-D	Think critically, Transform Practice and Promote Justice	IEP preparation project.
Collaborate with families and colleagues to ensure assessments are meaningful and non-biased and use results to make decisions including areas pertaining to dyslexia.	8e	Standard 1	Standard 1-D	Think critically, Transform Practice and Promote Justice	Collaborative assessment plan
Use and analyze data collected from assessment instruments and technologies to make curricular decisions including areas pertaining to dyslexia.	8g, 8i	Standard 1	Standard 1-D	Think critically, Transform Practice and Promote Justice	Lesson plan defense
Make informed evaluative decisions based on regular progress monitoring to adjust student placements including areas pertaining to dyslexia.	8a	Standard 1	Standard 1-D	Think critically, Transform Practice and Promote Justice	Student Running Records Project
Work with teams to identify special education students based upon current evaluation tools including areas pertaining to dyslexia.	8b	Standard 1	Standard 1-D	Think critically, Transform Practice and Promote Justice	Clinical Practice observation and recommendation project
Explain the difference between IQ, achievement, and progress monitoring data and synthesize the data gathered.	8g	Standard 1		Think critically, Transform Practice and Promote Justice	Analysis project
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies (ISTE/NETS)</b>		Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.			

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**TaskStream Assessment**

Comprehensive assessment project  
IEP preparation project.

**Course Text**

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**SPED 524 Assistive Technology & Specialized Support**

Term:  
 Credit Hours: 1  
 Instructor Name:  
 Instructor Phone:  
 Instructor Email:  
 Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** This course will focus on developing candidates' ability to evaluate technological and assistive supports and determine appropriateness for exceptional learners. Candidates will design and develop assistive technology tools for use in academic and functional settings.

**Course Goals**

Course Goal	TSPC & Council for Exceptional Children Standards	NCATE Standards	IDA Standards	SOE Conceptual Framework	Assessment
Use assistive technology to help students overcome barriers to curriculum, meet the challenges of daily life, and function in the least restrictive environment <b>including students with dyslexia.</b>	6b, 7d, 7h	Standard 1	Standard 1-B Standard 1-C Standard 1-D	Think critically, Transform Practice, Promote Justice	Assistive technology service assignment
Evaluate commercial apps and software for use with exceptional students <b>including apps pertaining to dyslexia.</b>	6b	Standard 1	Standard 1-B Standard 1-C Standard 1-D	Think critically, Transform Practice, Promote Justice	Technology presentation
Design and use low technology assistive devices to advanced technology to meet student needs <b>including students with dyslexia.</b>	6b, 7d, 7h	Standard 1	Standard 1-B Standard 1-C Standard 1-D	Think critically, Transform Practice, Promote Justice	Analyze a current IEP and design or choose appropriate assistive technology
Collaborate with school personnel to use assistive technology strategies to support content learning in classroom settings <b>for all students including students with dyslexia.</b>	6b, 7d, 7h	Standard 1	Section II-Guidelines pertaining to supervised practice of teacher who work in school settings	Think critically, Transform Practice, Promote Justice	Clinical Practice technology report

<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.
<b>Technology Proficiencies (ISTE/NETS)</b>		Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.

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**TaskStream Assessment**

Analyze a current IEP and design or choose appropriate assistive technology  
Clinical Practice technology report

**Course Text**

**Other policies**

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**SPED 531 Case Management**

Term:  
 Credit Hours: 2  
 Instructor Name:  
 Instructor Phone:  
 Instructor Email:  
 Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** Candidates will gain knowledge and skills in writing effective Individualized Education Programs (IEPs) and acquire communication and collaboration strategies to facilitate IEP meetings and interactions with families. Candidates will identify key issues that could lead to litigation. Course content includes communication, organization, and administrative management.

**Course Goals**

Course Goal	TSPC & Council for Exceptional Children Standards	NCATE Standards	IDA Standards	SOE Conceptual Framework	Assessment
Demonstrate awareness of state and federal laws as they pertain to the IEP process and factors that may lead to dispute <b>including dyslexia requirements for identification, instruction and monitoring</b>	1c	Standard 1	Standard 1-A Standard 1-B Standard 1-C Standard 1-D Standard 1-E	Think critically, Transform Practice, Promote Justice	Create a resource manual
Demonstrate ability to write effective and appropriate IEP's that include measureable goals, and objectives to <b>include dyslexia goals, accommodations and services.</b>	7a, 7b, 7c, 7d, 7e, 7f	Standard 1	Standard 1-A Standard 1-B Standard 1-C Standard 1-D Standard 1-E	Think critically, Transform Practice, Promote Justice	Create an IEP
Develop a strategy for communicating with families, school teams, and other educational professionals to <b>include dyslexia goals, accommodations and services..</b>	10a, 10b, 10c, 10d, 10e	Standard 1		Think critically, Transform Practice, Promote Justice	Communication plan to add to resource manual
Collaborate with school team and other school professionals to develop appropriate services <b>to include dyslexia goals,</b>	4a, 10b, 10c, 10e	Standard 1		Think critically, Transform Practice,	Collaborative service plan

accommodations and services.				Promote Justice	
Develop a plan for facilitation of IEP meetings, resulting in a professional communication style and practice.	10b, 10c, 10d	Standard 1		Think critically, Transform Practice, Promote Justice	Mock IEP meeting
Acquire necessary administrative skills to manage paperwork working with support personnel.	9a, 9b, 9c, 9d, 9e, 9f, 9g, 9h	Standard 1		Think critically, Transform Practice, Promote Justice	Create long-term plan
Construct a plan for balance, mentoring, professional, and personal development to remain energized in the field.	9c, 9d, 9g, 9h	Standard 1		Think critically, Transform Practice, Promote Justice	Create long-term plan for sustainability
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies (ISTE/NETS)</b>		Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.			

TSPC – Teacher Standards and Practices Commission, \*\*NCATE – National Council Association on Teacher Education, \*\*\*CF = *School of Education Conceptual Framework* (TC = Think Critically; TP = Transform Practice; PJ = Promote Justice).

**TaskStream Assessment**

Collaborative service plan

**Course Text**

**Other policies**

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If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the **Disability Services office** early in the term so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (503 554 2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)), or go to [ds.georgefox.edu](http://ds.georgefox.edu).

The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, academic coaching, and learning.



**SPED 550 Behavior Support and Classroom Management**

Term:  
 Credit Hours: 2  
 Instructor Name:  
 Instructor Phone:  
 Instructor Email:  
 Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** This course will focus on preparation of candidates to work with students who demonstrate significant emotional/behavioral problems and use interventions that are research-based. Candidates are exposed to principles of behavior analysis and modification strategies.

**Course Goals**

<b>Course Goal</b>	<b>TSPC &amp; Council for Exceptional Children Standards</b>	<b>NCATE Standards</b>	<b>SOE Conceptual Framework</b>	<b>Assessment</b>
Evaluate intervention strategies for students with behavioral / emotional disorders or concerns.	5b, 7b, 7f	Standard 1	Think Critically, Transform Practice, Promote Justice	Analyze a current behavior plan and evaluate success
Examine physical learning environments and classroom structures that help or hinder behavior.	5b, 5d, 5e	Standard 1	Think Critically, Transform Practice, Promote Justice	Clinical practice site visit & evaluation
Create behavioral intervention plans that demonstrate knowledge of preventative strategies.	5e, 7a, 7b, 7c, 7f	Standard 1	Think Critically, Transform Practice, Promote Justice	Create a behavior plan
Conduct a functional behavioral analysis, write appropriate behavior goals, and communicate the plan with families, and school personnel.	8d, 8f	Standard 1	Think Critically, Transform Practice, Promote Justice	Create and communicate a functional behavioral analysis
Work collaboratively with student and school personnel in	4b, 5b, 5c	Standard 1	Think Critically,	Consultation

the area of behavior to prevent problems and promote self-management.			Transform Practice, Promote Justice	project
Demonstrate ability to support paraprofessionals who work with students with behavior needs.	5c, 5f	Standard 1	Think Critically, Transform Practice, Promote Justice	Collaborative support project
<b>Cultural Proficiencies</b>	Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies (ISTE/NETS)</b>	Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.			

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**TaskStream Assessment**

Analyze a current behavior plan and evaluate success  
 Create a behavior plan

**Course Text**

**Other policies**

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If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the **Disability Services office** early in the term so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (503 554 2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)), or go to [ds.georgefox.edu](http://ds.georgefox.edu).

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**SPED 552 Community Supports and Transitional Programs**

Term:  
 Credit Hours: 2  
 Instructor Name:  
 Instructor Phone:  
 Instructor Email:  
 Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** This course will focus on the families, individuals, and community supports for individuals with disabilities ages birth - 21. Candidates will identify age-appropriate services such as Head Start, early intervention, vocational educational programs, community experiences, employment and other post-school adult living objectives, acquisition of daily living skills, if appropriate, and access to state and federal services.

**Course Goals**

Course Goal	TSPC & Council for Exceptional Children Standards	NCATE Standards	IDA Standards	SOE Conceptual Framework	Assessment
Demonstrate knowledge of available community support for families and children with a need for early childhood interventions.	7f, 10a, 10e	Standard 1	Standard 1-E	Think Critically, Transform Practice, Promote Justice	Community resource binder
Demonstrate knowledge of available community, educational support, and vocational training for adolescents and early-adults.	7f, 7g, 10a, 10e	Standard 1	Standard 1-E	Think Critically, Transform Practice, Promote Justice	Community resource binder
Evaluate community service, continuing education, and vocational training programs available for exceptional learners.		Standard 1	Standard 1-E	Think Critically, Transform Practice, Promote Justice	NW ESD Project
Create a transitional IEP in collaboration with family, student, and social services for post-secondary activities to include necessary supports for students with dyslexia.	7f, 7g, 10a, 10e	Standard 1	Standard 1-A Standard 1-B Standard 1-C Standard 1-D Standard 1-E	Think Critically, Transform Practice, Promote Justice	Participate in the creation of a transitional IEP

Identify and locate post-secondary services for functional adult living.	7f, 7g, 10a, 10e	Standard 1	Standard 1-C	Think Critically, Transform Practice, Promote Justice	Community Resource Binder
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies (ISTE/NETS)</b>		Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.			

TSPC –Teacher Standards and Practices Commission, \*\*NCATE – National Council Association on Teacher Education, \*\*\*CF = *School of Education* Conceptual Framework (TC = Think Critically; TP = Transform Practice; PJ = Promote Justice).

**TaskStream Assessment**

Participate in the creation of a transitional IEP

**Course Text**

**Other policies**

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If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the **Disability Services office** early in the term so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (503 554 2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)), or go to [ds.georgefox.edu](http://ds.georgefox.edu).

The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, academic coaching, and learning.



**SPED 576 Practicum: Mild to Moderate**

Term:  
 Credit Hours: 3  
 Instructor Name:  
 Instructor Phone:  
 Instructor Email:  
 Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** This practicum will be completed at either early childhood elementary, or elementary middle, or middle level and high school, in settings with students identified with mild to moderate disabilities. Candidates will complete a work sample during this practicum. **Candidates will complete a minimum of 90 hours of clinical practice in a mild to moderate disability placement.**

**Course Goals**

Course Goal	TSPC & Council for Exceptional Children Standards	NCATE Standards	IDA Standards	SOE Conceptual Framework	Assessment
Apply knowledge and ability to meet professional standards.	Standards 1-10	Standard 1 Standard 3	Standard 1-D Standard 1-E	Think Critically, Transform Practice, Promote Justice	Work Sample & Clinical Practice Evaluation
Demonstrate their ability to conduct themselves in an ethical manner.	Standards 1-10	Standard 1 Standard 3	Standard 1-D	Think Critically, Transform Practice, Promote Justice	Work Sample & Clinical Practice Evaluation
Demonstrate their ability to apply the SOE Conceptual Framework to their practice <b>including support of students with dyslexia.</b>	Standards 1-10	Standard 1 Standard 3	Standard 1-A Standard 1-B Standard 1-C Standard 1-D Standard 1-E	Think Critically, Transform Practice, Promote Justice	Work Sample & Clinical Practice Evaluation
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies</b>		Our candidates use appropriate learner-centered and technology-			

(ISTE/NETS)	enhanced strategies to meet the needs of all learners.
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**TSPC** –Teacher Standards and Practices Commission, **\*\*NCATE** – National Council Association on Teacher Education, **\*\*\*CF** = *School of Education* Conceptual Framework (TC = Think Critically; TP = Transform Practice; PJ = Promote Justice).

### **TaskStream Assessment**

#### **Course Text**

#### **Other policies**

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If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the **Disability Services office** early in the term so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (503 554 2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)), or go to [ds.georgefox.edu](http://ds.georgefox.edu).

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**SPED 577 Practicum: Moderate to Severe**

Term:  
 Credit Hours: 2  
 Instructor Name:  
 Instructor Phone:  
 Instructor Email:  
 Instructor Office Hours:

**Course Invitation:** *Instructor may personalize this section*

**Course Description:** This practicum will be completed at either early childhood elementary, or elementary middle, or middle level and high school, in settings with students identified with moderate to severe disabilities. **Candidates will complete a minimum of 45 hours of clinical practice in a moderate to severe disability placement.**

**Course Goals**

Course Goal	TSPC & Council for Exceptional Children Standards	NCATE Standards	IDA Standards	SOE Conceptual Framework	Assessment
Apply knowledge and ability to meet professional standards.	Standards 1-10	Standard 1 Standard 3	Standard 1-D Standard 1-E	Think Critically, Transform Practice, Promote Justice	Clinical Practice Evaluation
Demonstrate ability to conduct themselves in an ethical manner.	Standards 1-10	Standard 1 Standard 3	Standard 1-D	Think Critically, Transform Practice, Promote Justice	Clinical Practice Evaluation
Demonstrate their ability to apply the SOE Conceptual Framework to their practice <b>including support of students with dyslexia.</b>	Standards 1-10	Standard 1 Standard 3	Standard 1-A Standard 1-B Standard 1-C Standard 1-D Standard 1-E	Think Critically, Transform Practice, Promote Justice	Clinical Practice Evaluation
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and biases, integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating and empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies (ISTE/NETS)</b>		Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.			

**TSPC** –Teacher Standards and Practices Commission, **\*\*NCATE** – National Council Association on Teacher Education, **\*\*\*CF** = *School of Education* Conceptual Framework (TC = Think Critically; TP = Transform Practice; PJ = Promote Justice).

**TaskStream Assessment**

Clinical Practice Evaluation

**Course Text**

**Other policies**

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If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the **Disability Services office** early in the term so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (503 554 2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)), or go to [ds.georgefox.edu](http://ds.georgefox.edu).

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## Reading Intervention Program at George Fox University

The dyslexia standards have been addressed through the George Fox Reading Endorsement in a variety of ways.

A thorough program review has occurred and all of the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading have been carefully aligned to course goals, outcomes, and assessments in the courses. The most significant changes have occurred in READ 537 Emergent Literacy, READ 531 Analysis of Reading and Writing Assessments, and READ 532 Advanced Strategies in Literacy instruction. These courses are foundational to the implementation of effective dyslexia instruction.

These courses are currently taught by with faculty with strong backgrounds in dyslexia instruction. Colleen McCombs has taken and received the completion certification for the 8-day Barton Dyslexia training. She is certified as a speaker, trainer, and screener. She is also a dyslexia tutor using the Barton Reading and Spelling curriculum.

Dr. Pam Mears is a member of the International Dyslexia Association, attends Decoding Dyslexia Oregon professional development 3-4 times per year and has been trained in the Spaulding Method of Reading and is completing paperwork to be certified as an Associate in Orton-Gillingham. She has also attended the all-day training "What Oregon Teachers Need to Know About Dyslexia" sponsored by The Blosser Center, Decoding Dyslexia OR, Marylhurst University, IDA, and Park Academy and routinely attends hearings and TSPC meetings in regards to dyslexia.

Their expertise has guided our program revisions and will lead our professional development efforts in the area of dyslexia.

In addition to course revisions, text, articles, and website resources have been added to support the efforts of comprehensive dyslexia instruction.

Current additions include:

### ***Texts:***

Moats, L.C. (2010). *Speech to Print*. Baltimore, MA: Paul H. Brookes Publishing Co.

Shaywitz, Sally. (2008). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. New York, NY: Random House

### ***Articles:***

How spelling supports reading: And why it is more regular and predictable than you think. *American Educator*, 12-22, 42-43. Moats, L. C. (Winter 2005/06).

**Websites:**

The International Dyslexia Association. (2013). Dyslexia in the Classroom: What Every Teacher Needs to Know. <http://www.ortonacademy.org/cms/uploads/dyslexia-in-the-classroom-what-every-teacher-needs-to-know-2013.pdf>

The International Dyslexia Association. (2015). IDA Fact Sheet: Dyslexia and the Brain. <http://www.ortonacademy.org/cms/uploads/dyslexia-and-the-brain-ida-fact-sheet-2015.pdf>

Future goals for this program involve a thorough review of current rubrics for all assessments, consistent and continual data analysis, and professional development for all reading endorsement faculty. Data analysis will guide future program additions and revisions.

Attached are the course syllabi with revisions in the area of dyslexia standards highlighted in red.



## READ 530: History and Foundations of Literacy Learning

**Professor :** Katy Turpen  
**Email :** kturpen@georgefox.edu

**Term:** Spring, 2016  
**Office hours:** by appointment

### Course Description:

This course introduces students to the foundational perspectives of reading, the history of reading, and the practices of reading and reading instruction. Students will explore the nature of personal literacy and begin framing a position concerning beliefs about how text is accessed and understood. Students will research and examine competing theories of understanding the reading/writing processes and be responsible for additional research of literacy theories that complement the course.

<b>Course Outcomes</b>	<b>Oregon TSPC Standards OAR 584-065-0050</b>	<b>IRA Reading Specialist Standards</b>	<b>IDA Standards</b>	<b>Conceptual Framework</b>	<b>Assessment</b>
Present information about a literacy specialist and his/her contributions to the field of literacy learning. Present information about the specialist in relation to theory, research, and classroom practice.	<b>1 a,b,c,d,e</b>	<b>1.1,2,3,4</b>		<b>TC TP</b>	<b>Literacy Specialist Presentation</b>
Demonstrate knowledge of reading and writing research and history. Be able to articulate how current issues (NCLB, ELL, poverty, etc.) in reading and writing are compatible (or incompatible) with this history and research.	<b>1 a,b,c,d,e</b>	<b>1.1,2,3,4</b>		<b>TC TP PJ</b>	<b>Group Forums</b>
Write a reflection paper about your current understandings and beliefs about how children learn to read and write. Compare your philosophy with the theorists and research studies you have explored in class. Include a statement about how your understandings and beliefs are applied in practice.	<b>1 a,b,c,d,e</b>	<b>1.1,2,3,4</b>		<b>TC TP PJ</b>	<b>Reflection Paper</b>

### **Required Texts:**

Graves, M. F., Juel, C., Graves, B. B., & Dewitz, P.F. (2011). *Teaching reading in the 21<sup>st</sup> century*. 5<sup>th</sup> ed. Boston: Pearson.

### **Online Course:**

The course is hosted on GFU's FoxTALE. Review the FoxTALE Student Guidelines document posted on the EDFL 530 FoxTALE site. (It is also available on the GFU website.)

### **Course Design:**

The course is designed in four modules that will each take place over a two-week period. During the first week of each module, the reading will be assigned; discussion and assignments will usually be the focus of the second week. This should equal approximately two hours of "seat time" in addition to the usual homework load. Please let me know if you are spending more than eight hours a week for this course.

Each module will be based on a WebQuest format and contain the following headings:

- **Introduction & Task:** This section introduces the module and lists the key goals.
- **Process:** This is a step-by-step guide to module activities (procedure weeks one and two).
- **Evaluation:** Provides an opportunity to reflect on your learning during the module with an assessment rubric to explain the grading and provide direction for assignments. (I recommend beginning here for each module so that you know where to devote your time and energy.)

\*Each WebQuest can be accessed by clicking on the module title found on FoxTALE (e.g. Module One).

### **Course Assignments:**

#### **1. Readings**

- A. Read the assigned chapters from the textbook, *Teaching Reading in the 21<sup>st</sup> Century*.
- B. Read the assigned theorist articles and research studies.
- C. Suggested Comprehension Strategy: (pre-reading strategy) When reading the chapters, first read the introductory paragraph. Then, skim through the headings of the different sections to get an overview of the chapter's content. Next, read the conclusion section at the end of the chapter. Finally, return to the beginning of the chapter and read in entirety. (during reading strategy) It may help to write keywords in the margins to summarize interesting or helpful content.

#### **2. Assignments/Discussion**

- A. Make a time commitment of approximately one hour weekly to discuss what you are learning with your colleagues. In most cases, discussions will take place via [Google Hangouts](#) between 2:00-5:00 pm on Thursdays. **If this time does NOT work for you, PLEASE let me know right away.** The first discussion will be on Thursday, January 21<sup>st</sup>, with three time slots: 2:00PM, 3:00 pm, and 4:00pm. Please sign up on the [FoxTALE site wiki](#). Limit each group to a maximum of four participants. (Join [Google+](#) using your GFU username and password before attending this meeting.)

- You will be provided with guiding questions in the form of a 3-2-1 chart to help you prepare for the discussion. These activities and discussions will help you prepare for your final project and reflection paper.
  - The best writing is the result of a process. **Use your initial assignments as brainstorming and rough draft opportunities for your final project.**
  - Many of your assignments will include citations from the text.
- B. Watch the [APA Style Tutorial](#)
- Other resources include a [quick reference guide](#) on the GFU student resources page and [Purdue's Online Writing Lab](#) (OWL)
- Look for:**
- In-text citation format for journal articles, books, and websites.
  - The difference between in-text citation for direct quotations v. paraphrasing
  - Reference page format for journal articles, books, and websites.
  - Guidelines for bias-free language

### 3. Lesson Plan Project – Google Site Creation

- A. Choose a ReadWriteThink lesson plan from the suggested options in Module Two. Create a Google Site ([2013 Lesson Resources](#)) that provides additional resources and explains the theoretical framework for this classroom practice as well as the research that supports it.
- B. The final project will address the following components (more specific guidelines will be provided in Module Two):
- Three supporting resources with annotations (options: [Pinterest](#) education board or pin, [YouTube](#) or other education video, lesson plan, website, article, or infographic)
  - Connections between the lesson and literacy theories
  - Connections between the lesson and literacy research
  - An analysis of the lesson using the framework of effective reading program components.
- C. Post a link to this site to [TaskStream](#).**

#### Online Community:

You will be joining colleagues in an online community. You'll be working on a weekly schedule that establishes a community rhythm of communication. Please honor your colleagues by giving them your full participation. Here are some netiquette tips you may find helpful:

- Don't use ALL CAPS. IT TRANSLATES AS SHOUTING!
- For most situations, it's best to limit a posting to no more than a paragraph or two. You can always come back and add more to the group discussion. This gives everyone an opportunity to make a contribution, rather than have one person 'cover all the ideas' or control the conversation.

- 
- Always give credit to the originator of a thought you're sharing.
  - You'll be challenged by divergent viewpoints. Try to use "I" statements when pursuing a constructive debate:
    - What I hear you saying is . . .
    - Here is what I've experienced . . .
    - It would help me to know how you hear what I'm saying because I'm not sure I'm being understood.
  - If you are angry, don't respond immediately. You might want to write a draft to organize your thoughts and come back to it later to make revisions and determine if it should be sent.
  - Make an effort to demonstrate to your colleagues that you can objectively consider opposing views.
  - Seize every opportunity to genuinely affirm a colleague.

**And here is what you can anticipate from your instructor:**

- The instructor will be assessing your 3-2-1 summaries and give feedback within 7 days. If you want to build your site before module four to receive some feedback, send an email to the instructor
- The instructor will post modules by 9am on Mondays.
- You can reach the instructor **By email** [kturpen@georgefox.edu](mailto:kturpen@georgefox.edu)

(I try to respond within 48 hours--weekdays. (If you have not received a reply within this time, please resend your email, as it is unlikely that I received it.) If you need an immediate answer, mark urgent and I will try to answer it as soon as possible.

- The quickest way to contact me is via email. If we need to visit via phone, please include your telephone number in the email request and I will contact you.

**\*\*\*If you do not check your GFU account regularly, please forward your GFU account to your regular account. Log into MyGFU, and select the Email Forwarding link located in the Account Management box. Follow the instructions shown there.**

**Grading Values for Each Assignment:**

Modules One through Three	180
Module Four	30

Posting Self Assessments	40
Google Site	80
<b>TOTAL</b>	<b>330</b>

**Suggestion:** After posting an assignment on FoxTALE, check to make sure that it posted so that you do not lose points due to technology glitches.

**Note:** All grades assume attention to professionalism and due dates. Meeting assignment deadlines is essential to collaborative learning and demonstrates respect for your colleagues.

- A one-day grace period will be extended before assignments drop one letter grade.
- If more than one week late, the assignments can be submitted for up to 50% of the total points.
- Cite direct quotes as well as ideas that are summaries of an author’s work. Plagiarism will result in a failing assignment or course grade (see MAT Student Guidebook, p. 31)

A	94-100%	B-	80-83%
A-	90-93%	C+	78-79%
B+	88-89%	C	74-77%
B	84-87%	C-	70-73%

*\*Graduate students may have no more than 6 credits of C work in their program; they must maintain a B average.*

### Assignment Review Request

If you have a question concerning a score on an assignment, please complete the assignment review form at the end of the syllabus, attach it to your work, and email it to the professor – include a copy of the professor’s original feedback. The professor will reevaluate the entire document and contact you with the results within one week.

### Self Evaluation Scoring

In this course most of your module scores will be the result of self-assessment. I will offer formative feedback on your work as you submit pieces in preparation for the final project.

1. As you assess your work, find a balance: do not expect perfection in your work; do not blindly assign yourself perfect scores. I have tried to spell out the expectations clearly so that you can look at the rubric before beginning your work and know where to expend energy--and where to relax. Because it is straightforward and provided at the start of the module, I expect people to comfortably earn high scores. I am less concerned with the actual grade and more concerned with the learning process.

2. Self evaluation is helpful because, in some cases, it is impossible for me to score the work – meeting with a student, completing reading, etc. These outcomes are important in the learning process, and I want students to earn credit for them, but only the student can report on task completion.

3. I use self-evaluation to encourage students to interact with the rubrics. I recommend beginning each module by reviewing the “evaluation” page of the WebQuest. I include rubrics so that students can see the module objectives, key ideas, and assessments in one table.

### **Technical Requirements:**

- This course requires Internet access. I highly recommend high speed access.
- Firefox is the preferred browser for FoxTALE (download <http://www.mozilla.com/en-US/firefox/>). FoxTale experiences posting, editing, and file uploading failures with both Internet Explorer and Safari.
- Always compose your work in your local computer’s word processing program. Cut-and-paste your work into FoxTale. **Never compose your work in FoxTale.** If you experience an Internet connection failure or a posting or edit does not save, for whatever reason, your work will be irretrievable.
- **If you need technical assistance**, you can contact the George Fox University Service Desk (If your question is not answered via phone, email your question and they will direct it to someone who will help you.)
  - **Call** 503.554.2569
  - **Email** [servicedesk@georgefox.edu](mailto:servicedesk@georgefox.edu)

### **Disability Services:**

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, go to [ds.georgefox.edu](http://ds.georgefox.edu) or contact Rick Muthiah, Dean of Learning Support Services (ext. 2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)).

### **Portland Writing Center:**

The Writing Center (WC), located in room 141 of the Portland Center Library, is available for face-to-face and distance (email or telephone) writing consultations. Graduate and SPS students from any George Fox site are invited to contact the WC for feedback on writing projects, citation assistance, or other writing-related issues. Check [wc.georgefox.edu](http://wc.georgefox.edu) for additional information, including hours of operation. To schedule an appointment, or for more information, email the Writing Center at [wc@georgefox.edu](mailto:wc@georgefox.edu) or call 503-554-6055.

## Schedule:

All assignments due by 11pm on due date  
(A one day grace period will be given on assignments,  
excluding small group discussions, before the grade is lowered.)

<b>Module One:</b> Theory and History	January 11-17	*Complete reading: chapters 1-3 and Reading from the Dipity Timeline  Submit a response to the <a href="#">pretest</a>
	January 18-24	Complete and upload the 3-2-1 and prepare for group discussions via a Google Chat on January 21st.  <b>Post Assessment</b>
<b>Module Two:</b> Language Acquisition	January 25- January 31	Participate in a Online Chat based on Module I Reading – January 31st  Complete reading: chapters 6-8, and appropriate research article (online)  Browse through Lesson Plans for Lesson Plan Project
	February 1-7	Upload the 3-2-1 and prepare for group discussions via a Google Chat February 11th.  <b>Post Self Assessment</b>
<b>Module Three:</b> Reading Instruction Components	February 8-14	Participate in a Online Chat based on previous Module II Reading on February 11th  Complete the Anticipation Guide  Complete reading: chapters 9-12  Finalize your choice of lesson plan for you Final Project and begin thinking about your <a href="#">website</a>
	February 15- 21	Upload the 3-2-1 and prepare for the group discussions via Google chat February 25  <b>Post Self Assessment</b>
<b>Module Four:</b> Project & Reflection	February 22- February 28	Discuss the ideas from Module Three on Google Hangout on February 25  Complete reading: textbook chapters 5 & 14
	March 4	Post Google Site project to FoxTALE

## Final Project Rubric:



### EDUG 630 Final Project (7/13)

	<b>1- Incomplete</b>	<b>2- Emerging</b>	<b>3- Proficient</b>	<b>4- Exceeds</b>	<b>5- Exceptional</b>
Instructional components are analyzed through the lens of literacy theories	Does not connect literacy components to theory.	Connects literacy components to theory.	Connects literacy components to the writings of a specific theorist, explains the connection, and includes a supporting citation.	Connects literacy components to the writings of a specific theorist by explaining the theorist's views and providing supporting evidence (with citations) to demonstrate agreement or disagreement with aspects of the practice.	Analyzes a literacy component through the lens of a theorist by explaining the theorist's views and providing supporting evidence (with citations) to demonstrate agreement or disagreement with aspects of the practice.
Instruction components are analyzed through the lens of empirical research	Does not connect literacy components to empirical research.	Connects literacy components to empirical research.	Connects literacy components to empirical research, explains the connection, and includes a supporting citation.	Connects a literacy component to empirical research by explaining key research findings (with citations) related to the practice.	Analyzes a literacy component through the lens of empirical research to determine whether or not it is considered "research-based." Evidence (with citations) is provided and explained to support the conclusion.
Resource curation for	Knowledge of resources to plan	Strategies, resources,	Strategies, resources,	Strategies, resources,	Evidence-based strategies,

	<b>1- Incomplete</b>	<b>2- Emerging</b>	<b>3- Proficient</b>	<b>4- Exceeds</b>	<b>5- Exceptional</b>
planning instruction that meets diverse learning needs.	instruction and meet diverse learning needs is not demonstrated.	and/or technological tools are curated for instructional planning and/or student learning.	and/or technological tools are curated to support instructional planning and diverse learning needs.	and/or technological tools are curated and include annotations that explain the advantages for supporting instructional planning and diverse learning needs.	resources, and/or technological tools are curated and include annotations that explain the advantages for supporting instructional planning and diverse learning needs. An argument for granting the "evidence-based" label is provided with citations.
Writing Conventions	Lacks a logical sequence. Contains more than five citation/reference errors (see APA guidelines). Contains more than five misspellings or grammatical errors.	Organization unclear at times. Contains more than two citation or reference list errors (see APA guidelines). Contains more than two misspellings or grammatical errors.	Logical sequence. Organization clear. Contains two or fewer citation or reference list errors (see APA guidelines). Contains two or fewer misspellings or grammatical errors.	Logical sequence. Organization is clear. Contains one or no citation or reference list errors (see APA guidelines). Contains one or no misspelling or grammatical errors.	Logical sequence. Organization clear. Contains no citation or reference list errors (see APA guidelines). Contains no misspellings or grammatical errors.

## Assignment Review Request

If you have a question concerning a score on an assignment, please complete this form and attach it to your work—include a copy of the professor’s feedback. The professor will reevaluate the entire document and contact you with the results within one week.

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**1. Assignment Title & Description:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. Highlight the section in question on your attached assignment.**

**3. Explain your rationale for wanting your work re-evaluated:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Results

Reevaluation confirmed initial assessment. \_\_\_\_\_

Reevaluation resulted in a new score. \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**READ 531**  
**Analysis of Reading and Writing Assessments**  
**Spring 2016, Hybrid**

Dr. Kris Molitor George Fox University Dr. Pam Mears Newberg School District	Cell: 541-420-2391 Email: <a href="mailto:kmolitor@georgefox.edu">kmolitor@georgefox.edu</a> Cell: 501-701-0729 Email: <a href="mailto:Mearsp@newberg.k12.or.us">Mearsp@newberg.k12.or.us</a>
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**Required Text:**  
 McKenna, Michael C. & Stahl, Katherine A. Dougherty. (2015). *Assessment for reading instruction*. New York, NY: Guilford.

*Shaywitz, Sally. (2008). Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level. New York, NY: Random House*

**Websites:**  
 The International Dyslexia Association. (2016). IDA Fact Sheet: Dyslexia Assessment: What It Is and How It Can Help. <http://www.ortonacademy.org/cms/uploads/dyslexia-assessment-ida-fact-sheet-2016.pdf>

The International Dyslexia Association. (2009). IDA Fact Sheet: Testing and Evaluation. <http://www.ortonacademy.org/cms/uploads/testing-and-evaluation-ida-fact-sheet-2009>

**Optional Text:**  
 Diamond, Linda & Thornsnes. (2008). *Assessing Reading Multiple Measures*. Novato, CA: Arena Press

**Course Description:** To become acquainted with a wide variety of methods for assessing student progress in reading. Administration and scoring of these tests will be explored. Information about how testing results can facilitate teaching and learning is the goal.

Course Outcomes	Oregon TSPC Standards OAR 584-065-0050	IRA Reading Specialist Standards	IDA Standards	Conceptual Framework	Assessment
Gain knowledge of a wide range of published assessment tools and standardized tests by researching different assessments Demonstrate knowledge of background information on the development of the tests, how and with whom the assessments are used, and what may be the strengths and weaknesses of each	1 c,e 3 a,b,c,d	1.3 3 a,b,c,d	D-2 D-4 D-5	TC TP	Forum 1,4, assignment 1, 2, 3, 4  Chart of assessments  Comprehensive Assessment Plan

assessment. <b>Demonstrate and understanding of basic principles of test construction, including reliability, validity, and norm referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties.</b>					
<b>Demonstrate an ability to create a data chart to inform instruction and measure progress and growth, including progress monitoring data.</b>	3b, 3c		D-2 D-3 D-6		<b>Data chart including progress monitoring graphs.</b>
Demonstrate knowledge and understanding of assessing students and how to relate this knowledge and understanding to instruction. Articulate clearly how current issues (NCLB, high stakes testing, ELL, <b>dyslexia</b> , poverty, etc.) surrounding the area of assessment impact a students' learning. <b>Include screening, diagnostic, outcome, and progress monitoring assessments.</b>	3 a,b,c,d	1.1,2,3,4	D-1	TC TP PJ	Forum1, 2, 3, 4 assignment 1, 2, 3, 4  Comprehensive Assessment Plan
<b>Demonstrate an ability to interpret assessment data in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. This includes analysis of diagnostic assessments and progress monitoring data.</b>	3a, 3b, 3c		D-3 D-5 D-6		<b>Data analysis graph and narrative</b>
Survey a variety of assessments (portfolios, anecdotal note taking, running records, etc.) other than published tests that can inform your teaching of individual students. <b>Include diagnostic, outcome, progress monitoring, and screening assessments.</b>	3 a,b,c,d	1.1,2,3,4	D-1 D-4	TC TP PJ	Forum 2, assignment 2, Assessment chart  Comprehensive Assessment Plan

### Course Requirements

Each Component is made up of forums and assignments. In addition to these requirements, you will have one final comprehensive project, to demonstrate learning.

#### Group Forums

You will have five opportunities to converse with your peers about various topics. See each forum link on Foxtale for exact requirements for each forum.

*Scoring for Group Forums -5 points each*

- 5 points All of the assignment requirements are completed (i.e., every step followed & every question answered). Assignments and responses are rich in detail and description. Graduate-level professionalism is achieved (spelling, punctuation, formatting, etc.).
- 4 points All of the assignment requirements are completed (see above), but answers and responses may lack detail and/or description. Minor errors may exist.
- 3 points Most of the assignment requirements are completed (see above), but answers and responses are skeletal and lack description. Minor to moderate errors may exist.
- 1-2 points Assignment requirements and answers/responses are not met and/or are extremely skeletal/minimal. Multiple errors show a lack of graduate-level professionalism.

Course Assignments

Assignments related to readings, other resources and course goals will be completed by students. The instructions for each assignment will be given in detail during face to face course meeting times. Assignments will be presented during each course meeting time. Each assignment will be worth 10 points and assessed according to guidelines.

**FINAL PROJECT (25 points)**

*Final Project: Comprehensive Assessment Plan Presentation*

**Grading**

The assignments above make a total of 100 points. *Failure to complete any of the above course requirements or homework/class activities may result in failure of the course.* Total points earned will be translated to percentages and assigned grades as follows:

92 - 100%	A	90 - 91 %	A-		
88 - 89 %	B+	82 - 87 %	B	80-81%	B-
78-79%	C+	72-77%	C	70-71%	C-

When assignments do not meet the expectations of the instructors or the student, they may be revised and turned in a second time, along with the initial assignment.

**Important Resources**

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, go to [ds.georgefox.edu](http://ds.georgefox.edu) or contact Rick Muthiah, Director of the Center for Teaching and Learning (ext. 2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)).

For Newberg students and courses:

The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, general tutoring, academic coaching, and learning strategies (e.g.,

techniques to improve reading, note-taking, study, time management). The ARC hours of operation are from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. Call ext. 2327 or email [the arc@georgefox.edu](mailto:arc@georgefox.edu) to schedule an appointment. Visit [arc.georgefox.edu](http://arc.georgefox.edu) for information about ARC Consultants' areas of study, instructions for scheduling an appointment, and helpful learning tools.

**EDFL532 – Advanced Strategies in Literacy Instruction  
Newberg School District/ George Fox University**

**Professors:** Dr. Kris Molitor  
**Email :** [kmolitor@georgefox.edu](mailto:kmolitor@georgefox.edu)  
**Phone :** 541-420-2391  
 Spring 2014  
 2 credits

Dr. Pam Mears  
 Mearsp@newberg.k12.or.us  
 501-701-0729

**Introduction:**

This course focuses on current methods and materials for literacy instruction. Strategies used by proficient readers/writers will be investigated and teaching methods modeled and implemented. Methods of assessment and strategies to use with struggling readers/writers and ESL students will also be explored.

**Texts:**

Schumm, Jeanne S. (2006). *Reading assessment and instruction for all learners*. New York, NY: The Guilford Press  
 Shaywitz, Sally. (2008). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. New York, NY: Random House

**Objectives & Alignment with Standards:**

Major Course Goals (based IRA standards for reading professionals)	Outcomes As a result of full participation in course discussions, readings, and projects, the learner will:	IRA	TSPC	IDA	GFU CF	Assessment
Use instructional approaches supported by literature and research to create and implement appropriate, in-depth instruction for all readers and writers, Including ELLs, struggling readers, and those with dyslexia.	<p>Demonstrate competence in supporting classroom teachers and peers in implementing a wide range of strategies to support learners of all levels.</p> <p>Know and use a variety of strategies to provide thoughtful instruction for all readers across the main areas of literacy instruction, including concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, etc.</p> <p>Know and use a variety of strategies to provide thoughtful instruction for all writers across major concepts, including writing process, writing traits, motivation, etc.</p> <p>Understand principles of explicit and direct teaching: model, lead, give guided practice and review.</p>	2.1 2.2 2.3	1e 2a-d 4b	C-1-1 C-1-2 C-2-2 C-2-4	TC	Tier 1 core strategy instruction to include instruction plan, lesson plan, data review, and strategy research

<p>Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. Use assessment data to examine the effectiveness of specific assessment practices and students' responses to instruction (3.3).</p>	<p>Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for diagnosing and monitoring progress.</p> <p>Demonstrate ability to use assessment data to determine appropriate interventions/strategy instruction for diverse readers (ie. ELLS, students with disabilities, students with dyslexia, adolescent readers)</p> <p>Demonstrate an ability to identify the most salient instructional needs of students who are different points of reading and writing development.</p> <p>Demonstrate an understanding of research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.</p> <p>Demonstrate an understanding reasonable goals and expectations for learners at various stages of reading and writing development.</p> <p>Demonstrate an ability to understand the most common intrinsic differences between good and poor readers (i.e cognitive, neurobiological, and linguistic).</p>	<p>2.3 3.1 3.2</p>	<p>3a 3b 3c 3d 4a 1d 2a-d</p>	<p>C-2-2 C-2-3 C-2-5 A-6 A-7 E-1</p>	<p>TP PJ</p>	<p>Data Review</p> <p>Tier 2 and Tier 3 Interventions</p> <p>To include, analysis of data for identification, instruction plan, lesson plans, implementation, and data review.</p>
<p>Demonstrate an understanding of Response to Intervention.</p>	<p>Identify how symptoms of reading difficulty may change over time in response to development and instruction.</p>		<p>3b 1 a,c,d</p>	<p>E-5</p>		<p>Forum Post</p>
<p>Incorporate a variety of methods and advanced strategies and materials into literacy learning settings with struggling students. As needed, adapt instructional materials and approaches to meet the language proficiency needs of ELLS and students who struggle with reading/writing, including those students with dyslexia.</p>	<p>Choose an appropriate model/approach within which to implement particular intervention/strategy to support struggling readers.</p> <p>Assess the effectiveness of the instructional strategies for students, based on child's improvement and engagement</p> <p>Demonstrate ability to choose appropriate and interesting materials for readers, which support students' diverse backgrounds and connect home, school, community literacies.</p> <p>Demonstrate an ability to identify the most salient instructional needs of students who are different points of reading and writing development.</p> <p>Demonstrate an ability to develop reading comprehension for all students including those students struggling with vocabulary and oral comprehension as well as those struggling with poor decoding and dysfluent reading.</p> <p>Demonstrate and understanding of the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, etc.</p>	<p>2.1 2.2 3.4 4.1 4.2 6.3</p>	<p>1d 1e 2a 2b 4d 5b 6a</p>	<p>E-3 A-6 C-5 (1-6) D-4</p>	<p>TC PJ</p>	<p>Tier 2 and Tier 3 intervention</p> <p>Forum post</p>

	<p>Communicate effectively with parents and others in regards to the entire intervention/instructional process.</p> <p>Recognize that dyslexia and other reading difficulties exist on a continuum of severity.</p>					
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Please check the foxtale site weekly as there will be activities each week for you to do.

<p><b>Module One</b> (3 weeks)</p>	<p>RTI Framework/ Data Collection</p>
<p><b>Module Two</b> (3 weeks)</p>	<p>Core Strategy Instruction</p> <ul style="list-style-type: none"> <li>• Research strategy</li> <li>• Implement Strategy/ assessment</li> <li>• Report on findings</li> </ul>
<p><b>Module Three</b> (2 weeks)</p>	<p>Tier 2 Interventions</p> <ul style="list-style-type: none"> <li>• Choose intervention based on student need</li> <li>• Implement intervention/assessment</li> <li>• Report findings</li> </ul>
<p><b>Module Four</b> (2 weeks)</p>	<p>Tier 3 Interventions</p> <ul style="list-style-type: none"> <li>• Choose intervention based on student need</li> <li>• Implement intervention</li> <li>• Report Findings</li> </ul>

### Grading Values of Each Assignment:

<u>Modules</u>	Reading Response/Posts	25
<u>Module Projects</u>	Tier 1, Tier 2, and Tier 3 implementation/assessment/reporting	75
<b>TOTAL</b>		<b>100</b>

*Note:* All grades assume attention to professionalism and due dates. Meeting assignment deadlines is essential to collaborative learning and demonstrates respect for your colleagues.

A	94-100%	B-	80-83%
A-	90-93%	C+	78-79%
B+	88-89%	C	74-77%
B	84-87%	C-	70-73%

### Other Resources

#### Disability Services:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs can be appropriately met. For more information, go to [ds.georgefox.edu](http://ds.georgefox.edu) or contact Rick Muthiah, Director of Learning Support Services ([503-554-2314](tel:503-554-2314) or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)).


The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC, located in the Murdock Learning Resources Center (library), is open from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. To schedule an appointment, go to the online schedule at [arcschedule.georgefox.edu](http://arcschedule.georgefox.edu), call [503-554-2327](tel:503-554-2327), email [the\\_arc@georgefox.edu](mailto:the_arc@georgefox.edu), or stop by the ARC. Visit [arc.georgefox.edu](http://arc.georgefox.edu) for information about ARC Consultants' areas of study, instructions for scheduling an appointment, learning tips, and a list of other tutoring options on campus.

#### Portland Writing Center:

**Writing Center (WC)**, located in the Portland Center Library, is available for face-to-face and distance (email or telephone) writing consultations. Graduate and Department of Professional Studies (DPS) students from any George Fox site are invited to contact the WC for feedback on writing projects, citation assistance, or other writing-related issues. Check [wc.georgefox.edu](http://wc.georgefox.edu) for additional information, including hours of operation. To schedule an appointment, go to the online schedule at [arcschedule.georgefox.edu](http://arcschedule.georgefox.edu), email the Writing Center at [wc@georgefox.edu](mailto:wc@georgefox.edu), or call [503-554-6055](tel:503-554-6055).

#### Technical Requirements:

- **If you need technical assistance**, you can contact the George Fox University Service Desk using one of these methods: (If your question is not answered via phone, email your question and they will direct it to someone who will help you.)
  - Call [503.554.2569](tel:503.554.2569)
  - Email [servicedesk@georgefox.edu](mailto:servicedesk@georgefox.edu)

 <b>GEORGE FOX</b> UNIVERSITY		<b>READ 537: Emergent Literacy</b> <b>Summer 2016</b> <b>Online</b>
Colleen McCombs		Cell: 503-577-3517 Email: <a href="mailto:cmccombs@ttsd.k12.or.us">cmccombs@ttsd.k12.or.us</a>
	<p><b>Required Texts:</b>          Strickland, D. (2010). <i>Essential Readings on Early Literacy</i>. Newark, DE:IRA.          Wood Ray, K. &amp; Cleaveland, L. (2004). <i>About the Authors- Writing Workshop With Our Youngest Writers</i>. Portsmouth, NH: Heinemann.          Paley, V. (1997). <i>The Girl with the Brown Crayon</i>. Cambridge, MA.          Moats, L.C. (2010). <i>Speech to Print</i>. Baltimore, MA: Paul H. Brookes Publishing Co.</p> <p><b>Articles:</b>          How spelling supports reading: And why it is more regular and predictable than you think. <i>American Educator</i>, 12-22, 42-43. Moats, L. C. (Winter 2005/06).</p> <p><b>Websites:</b>          The International Dyslexia Association. (2013). <i>Dyslexia in the Classroom: What Every Teacher Needs to Know</i>. <a href="http://www.ortonacademy.org/cms/uploads/dyslexia-in-the-classroom-what-every-teacher-needs-to-know-2013.pdf">http://www.ortonacademy.org/cms/uploads/dyslexia-in-the-classroom-what-every-teacher-needs-to-know-2013.pdf</a></p> <p>The International Dyslexia Association. (2015). <i>IDA Fact Sheet: Dyslexia and the Brain</i>. <a href="http://www.ortonacademy.org/cms/uploads/dyslexia-and-the-brain-ida-fact-sheet-2015.pdf">http://www.ortonacademy.org/cms/uploads/dyslexia-and-the-brain-ida-fact-sheet-2015.pdf</a></p>	
	<p><b>Course Description:</b>          This course explores theoretical principles and practices based on current research with emphasis on strategies for coming to print, print conventions, reading aloud, shared, guided, independent reading/writing and other classroom practices for teaching students in grades K-3. These strategies are based on theoretical assumptions from the psychology of language and cognitive development, and linguistics and include knowledge of areas of dyslexia foundations and instruction.</p>	
	<p><b>Course Objectives</b>          The student will demonstrate knowledge of the following:</p> <ol style="list-style-type: none"> <li>1. Knowledge of literacy learning             <ul style="list-style-type: none"> <li>- Understanding theoretical foundations and elements of early literacy and applying those theories to practice.</li> </ul> </li> <li>2. Knowledge of oral language- including phonology, orthography, morphology, semantics, syntax, discourse.</li> <li>3. Knowledge of the literacy learner             <ul style="list-style-type: none"> <li>- Administering and interpreting assessment tools in reading and writing.</li> </ul> </li> </ol>	

	<ul style="list-style-type: none"> <li>- Understanding the needs of struggling readers, including those with disabilities, ELLs, and dyslexia.</li> <li>- Facilitating appropriate learning for diverse emergent readers based on classroom observations and continuous assessment.</li> </ul> <ol style="list-style-type: none"> <li>3. Knowledge of phonological system</li> <li>4. Knowledge of strategic reading and problem solving (assembling working systems)</li> <li>5. Knowledge of text (selection and introduction)</li> <li>6. Knowledge of writing and word study for all student.</li> <li>7. Knowledge of cognition and behavior that affect reading and writing.</li> </ol>
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	<p><b>Course Requirements:</b></p> <ol style="list-style-type: none"> <li>1. Participation in all online discussions and work. 25 points</li> <li>2. Complete all reading assignments and emails to me when requested. 25 points</li> <li>3. Culminating Project – Literacy Mini Unit. 50 points</li> </ol>
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	<p><b>Grading:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Percentage</th> <th style="text-align: center;">Grade</th> <th style="text-align: center;">Percentage</th> <th style="text-align: center;">Grade</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">96-100%</td> <td style="text-align: center;">A</td> <td style="text-align: center;">91-95%</td> <td style="text-align: center;">A-</td> </tr> <tr> <td style="text-align: center;">88-90%</td> <td style="text-align: center;">B+</td> <td style="text-align: center;">85-87%</td> <td style="text-align: center;">B</td> </tr> <tr> <td style="text-align: center;">81-84%</td> <td style="text-align: center;">B-</td> <td style="text-align: center;">78-80%</td> <td style="text-align: center;">C+</td> </tr> <tr> <td style="text-align: center;">75-77%</td> <td style="text-align: center;">C</td> <td style="text-align: center;">71-74%</td> <td style="text-align: center;">C-</td> </tr> </tbody> </table> <p>Below 71%=D or F and course must be retaken to meet grade point</p> <p><b>Writing Center</b>  The Academic Resource Center (ARC) provides all students with free writing consultation, general tutoring, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC hours of operations are from 1:00 – 10:00 p.m., Monday through Thursday, and 12:00 – 4:00 on Friday. Call ext. 2327 or email the <a href="mailto:arc@georgefox.edu">arc@georgefox.edu</a> to schedule an appointment. Visit <a href="http://arc.georgefox.edu">arc.georgefox.edu</a> for information about ARC consultants’ areas of study, instructions for scheduling an appointment, and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center, at ext. 2314 if you have questions.</p> <p><b>Disability Services Information</b>  If you have specific physical, psychiatric, or learning disabilities, and require accommodation, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Service. For more information, contact Rick Muthiah, Director of Disability Services (ext. 2314 or <a href="mailto:rmuthiah@georgefox.edu">rmuthiah@georgefox.edu</a>), or go to <a href="http://ds.georgefox.edu">ds.georgefox.edu</a> for more</p>	Percentage	Grade	Percentage	Grade	96-100%	A	91-95%	A-	88-90%	B+	85-87%	B	81-84%	B-	78-80%	C+	75-77%	C	71-74%	C-
Percentage	Grade	Percentage	Grade																		
96-100%	A	91-95%	A-																		
88-90%	B+	85-87%	B																		
81-84%	B-	78-80%	C+																		
75-77%	C	71-74%	C-																		

	information.				
<b>Course Outcomes</b>	<b>Oregon TSPC Standards OAR 584-065-0050</b>	<b>IRA Reading Specialist Standards</b>	<b>IDA Standards</b>	<b>Conceptual Framework</b>	<b>Assessment</b>
<b>Demonstrate knowledge of oral language and the importance of meaningful Interaction in the classroom</b> <b>Understand and explain the language processing requirements of proficient reading and writing. (phonological, orthographic, semantic, syntactic, and discourse processing.)</b>	1 c	1.3	A-1	TC TP	<b>Monitor quality of small and large group discussion using discussion checklist.</b>
<b>Demonstrate knowledge of the literacy learner and the diversity that each individual learner brings to the literacy process.</b> <b>Include environmental, cultural, and social factors that contribute to literacy development.</b>	3 b,c,d 4 a	3.2,3,4 4.1	A-3 A-7	TC TP PJ	<b>Score testing packets and running records using checklist for necessary components.</b>
<b>Demonstrate an understanding of phonological awareness, basic print concepts, and knowledge of letter sounds. Apply these to appropriate instruction.</b>			C-1 (1-6)		<b>Mini unit</b>
<b>Demonstrate an understanding of accurate word decoding skills and word recognition.</b>			C-2 (1-5)		<b>Mini unit</b>

<p><b>Demonstrate knowledge of literacy learning by understanding theoretical foundations and elements of early literacy and applying those theories to practice in the context of the Common Core State Standards. These understandings include knowledge of the phonological system, knowledge of strategic reading components, phonemic awareness, phonics, vocabulary, fluency and comprehension (assembling working systems), knowledge of cognition and behavior that affect reading and writing, and knowledge of writing and word study.</b></p>	<p><b>1 a,b,d,,e 2a,b,c,d</b></p>	<p><b>1.1,3,4 2.1,2,3 5.1</b></p>	<p><b>A-2 A-4 A-5 B-1 C-4 (1-5) C-5 (1-6)</b></p>	<p><b>TC TP</b></p>	<p><b>Monitor quality of small and large group discussions using discussion checklist. Score culminating visual representation of essential components of emergent literacy learning using rubric.</b></p> <p><b>Culminating unit</b></p>
<p><b>Demonstrate an understanding of the role of vocabulary development and apply appropriate instructional techniques.</b></p>			<p><b>C-4 (1-5)</b></p>		<p><b>Lesson Plan</b></p>
<p><b>Demonstrate an ability to identify, pronounce, classify, and compare the consonant and vowel phonemes of English.</b></p>			<p><b>B-1</b></p>		<p><b>Group discussion Forum post</b></p>
<p><b>Demonstrate an understanding of orthography and graphemes in relations to phonemes. Recognize and explain common and orthographic rules. Know the difference between high frequency and irregular words, and identify, explain, and categorize six basic syllable types in English spelling.</b></p>	<p><b>1 c, d</b></p>		<p><b>B 2-6</b></p>		<p><b>Score ulminating visual representation of essential components of emergent literacy learning using rubric</b></p>

<b>Demonstrate an understanding of morphology: Identify and categorize common morphemes, inflectional suffixes and derivational suffixes.</b>	1 c, d		B-7		Score culminating visual representation of essential components of emergent literacy learning using rubric
<b>Demonstrate an understanding of meaningful word relationships or semantic organization.</b>	1 c, d		B-8		Score culminating visual representation of essential components of emergent literacy learning using rubric
Demonstrate knowledge of text structure and the impact on beginning readers. This includes knowledge of appropriate text selection and text introduction.	2 c, 4 a,b,c,d	2.3 4.1,2,3,4		TC TP	Monitor quality of small and large group discussion and score text selection and introduction using discussion checklist.
<b>Demonstrate an ability to develop structured language teaching including instruction in handwriting, spelling and written expression.</b>			C-6 (1-2) C-6 (1-3) C-6 (1-3)		<b>Mini unit</b>
<b>Demonstrate an understanding of comprehensive writing structures including aspects of syntax and discourse.</b>	1a		B 9-13		Score culminating visual representation of essential components of emergent literacy learning using rubric
Demonstrate knowledge of assessment for emergent literacy learners including administration and evaluation of data. <b>Know reasonable goals and expectations for learners at various stages of reading and writing development.</b>	3 a-d	3.1-4	7-A	TC TP PJ	Assessment project Meet criteria on the assessment rubric
Conduct a mini-research on practice study and present the conclusions in an oral presentation.	1, 2,3,6	1, 2,3,6		TC TP PJ	Assessment project Meet criteria on the assessment rubric

**READ 538: Organization of Reading Programs**  
**Fall 2016 Online**  
**Reading Endorsement**  
**August 29<sup>st</sup> to October 23<sup>rd</sup>**

Dr. Pam Mears

Office: 503-554-                      Cell: 503-701-0729  
 Email: [pmears@georgefox.edu](mailto:pmears@georgefox.edu)  
 (Please do not use the Foxtale message function.)

**Required Text**

- Allington, R.L. 2011. *What Really Matters for Struggling Readers: Designing Research-Based Programs*. Pearson Learning
- Allington, R.L. 2006. *Schools that Work*. Allyn and Bacon
- **Shaywitz, Sally. 2008. *Overcoming Dyslexia*. Random House, Inc.**

**Course Description**

The content of this course includes the following elements:

- The organization of the reading programs within the context of IRA/TSPC standards and state and federal regulations.
- The components of effective literacy programs to include structure, strategies, and materials.
- The role of the reading specialist and literacy coach.
- The methods that can be used to involve parents, paraprofessionals, and volunteers.
- The methods available to assess program effectiveness.
- The various methods of delivering staff development to inform reading instruction.

Course Outcomes	Oregon TSPC Standards OAR 584-065-0050	IRA Reading Specialist Standards	IDA Standards	Conceptual Framework	Assessment
Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.	1 a,b,c,d,e 2 a,b,c,d 3 a,b,c,d 4 a,b,c,d 5 a,b,c, 6a	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4		TC TP	Develop a comprehensive literacy school plan that includes essential components for literacy success for all students.
<b>Demonstrate the role of fluency in word recognition, oral reading silent reading, comprehension of written discourse and motivation to read. Design lessons with variety of techniques to build fluency, include the use of assistive technology for students with serious limitations in reading fluency.</b>	1 d		<b>C-3-1 C-3-2 C-3-4 C-3-7</b>		<b>Position letter to administrator on fluency instruction.</b>
			<b>C-4 (1-5)</b>		
<b>Demonstrate an ability to define and identify examples of text at a</b>			<b>C 3-3 C 3-5</b>		<b>Position letter to administrator on</b>

student's frustration, instructional and independent level and use that knowledge to develop instructional activities and approaches to improve fluency outcomes.					fluency instruction
Demonstrate knowledge of many literacy components within a school setting. Be able to articulate how current issues (NCLB, ELL, poverty, <b>dyslexia</b> etc.) affect how district's literacy program is developed and implemented. <b>Demonstrate an understanding of the tenets of the NICHD/IDA identification of dyslexia. Understand federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.</b>	1 a,c,d,e 2 a,b,c,d,e 3 a,b,c,d 4 a,b,c,d 5 a,b,c 6 a	2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.4	<b>E-2</b> <b>E-6</b>	TC TP PJ	Assess individuals as they participate in small group and large group discussions about the assigned text reading using discussion checklist. Forum post
Demonstrate effective interpersonal, communication, and leadership skills.	5 a, b, c, d	3.4, 6.2, 6.3		TC TP	Response to administrator in regards to building professional development needs and dealing with resistant staff.
Use the research base to assist in building an effective school-wide professional development program. Include components of phonemic awareness, phonics, vocabulary, fluency, and comprehension, as well as motivation.	1 a,c,d,e 2 a,b,c,d,e 3 a,b,c,d 4 a,b,c,d 5 a,b,c	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 4.2, 6.1, 6.3		TC TP PJ	Professional development plan based on school data.
Demonstrate an understanding of standards including TSPC, IRA, and Common Core, in the context of development of a comprehensive literacy program.	1 a,c,d,e 2 a,b,c,d,e 3 a,b,c,d 4 a,b,c,d 5 a,b,c	2.1, 2.2, 2.3, 4.2, 6.4		TC TP PJ	Comprehensive literacy plan

## Course Requirements

### Group Forums/ Posts

You will have eight opportunities to converse with your peers about various topics. You will contribute eight original posts, following the prompts on Foxtale, and you will respond to at least two peers per original post (16 total times). These are minimum requirements for response: my hope is that you will engage in some meaningful conversations about the topics. Each forum "cycle" (i.e., original post and two responses) is worth 15 points.

- For each week of the program, you will be asked to complete the assigned reading and post a reflection (**forum**) which addresses the following:

- Questions that the reading has provoked
  - Agreements, arguments, and aspirations with the passage
  - New learning
  - Specific questions and issues listed on the Foxtale site and Calendar of events under each topic
- In addition, you will be expected to respond to the postings of two of your colleagues. 5 points per reflection (8 total) 10 points per two responses (16 total).

*Scoring for Group Forums/Posts and Responses*

- 5 points All of the post requirements are completed (i.e., every step followed & every question answered). Initial posts and responses are rich in detail and description. Graduate-level professionalism is achieved (spelling, punctuation, formatting, etc.).
- 3-4 points All of the post requirements are completed (see above), but answers and responses may lack detail and/or description. Minor errors may exist.
- 2- points Most of the post requirements are completed (see above), but answers and responses are skeletal and lack description. Moderate errors may exist.
- 0-1 points Post requirements and answers/responses are not met and/or are extremely skeletal/minimal. Multiple errors show a lack of graduate-level professionalism.

**Assignments:**

You will be given 8 alternate reading resource assignments related to chapter readings and course goals to be completed on an individual basis by students. The instructions for each of these assignments will be given in detail on Foxtale, as well as in the calendar of events. Each assignment is worth 20 points, with the exception of the final assignment, which will be worth 40 points.

*Scoring for Assignments*

- 18-20 points All of the assignment requirements are completed (i.e., every step followed & every question answered. Assignments are rich in detail and description. Graduate-level professionalism is achieved (spelling, punctuation, formatting, etc.).
- 16-17 points All of the assignment requirements are completed (see above), but answers may lack detail and/or description. Minor errors may exist.
- 14-15 points Most of the assignment requirements are completed (see above), but answers are skeletal and lack description. Minor to moderate errors may exist.
- 14 and below Assignment requirements are not met and/or are extremely skeletal/minimal. Multiple errors show a lack of graduate-level professionalism.

**Please see Rubric for READ 538 for rubric for the final assignment.**

**Grading**

*Failure to complete any of the above course requirements or homework/class activities may result in failure of the course.* Total points earned will be translated to percentages and assigned grades as follows:

92 - 100%	A	90 – 91 %	A-		
88 – 89 %	B+	82 - 87 %	B	80-81%	B-

78-79%

C+

72-77%

C

70-71%

C-

When assignments do not meet the expectations of the instructor or the student, they may be revised and turned in a second time, along with the initial assignment and the evaluation form (rubric). An assignment turned in late will be lowered one letter grade per week that it is late. No assignments will be accepted after October 26th without prior instructor approval.

***PLEASE NOTE: Students must receive a B- or better in all PLUS coursework. Grades lower than a B- will not be accepted.***

### **Important Resources**

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, go to [ds.georgefox.edu](http://ds.georgefox.edu) or contact Rick Muthiah, Dean of Learning Support Services ([503-554-2314](tel:503-554-2314) or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)).

For Newberg students and courses (last updated August, 2012):

The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC, located in the basement of the Murdock Learning Resources Center (library), is open from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. To schedule an appointment, go to the online schedule at [arcschedule.georgefox.edu](http://arcschedule.georgefox.edu), call [503-554-2327](tel:503-554-2327), or email [the\\_arc@georgefox.edu](mailto:the_arc@georgefox.edu). Visit [arc.georgefox.edu](http://arc.georgefox.edu) for information about ARC Consultants' areas of study, instructions for scheduling an appointment, learning tips, and a list of other tutoring options on campus.

For non-Newberg students and courses:

The **Writing Center (WC)**, located in room 141 of the Portland Center Library, is available for face-to-face and distance (email or telephone) writing consultations. Graduate and ADP students from any George Fox site are invited to contact the WC for feedback on writing projects, citation assistance, or other writing-related issues. Check [wc.georgefox.edu](http://wc.georgefox.edu) for additional information, including hours of operation. To schedule an appointment, or for more information, email the Writing Center at [wc@georgefox.edu](mailto:wc@georgefox.edu) or call [503-554-6055](tel:503-554-6055).

**Conceptual Framework: *Preparing and supporting professionals who think critically, transform practice, and promote justice.***

<b><i>Think Critically</i></b>	<b><i>Transform Practice</i></b>	<b><i>Promote Justice</i></b>
<ul style="list-style-type: none"> <li>• Love learning</li> <li>• Seek multiple perspectives</li> <li>• Imagine possibilities</li> <li>• Anticipate paradigm shifts</li> <li>• Make inferences</li> <li>• Formulate wise decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Share knowledge</li> <li>• Conduct research</li> <li>• Use technology</li> <li>• Enhance learning</li> <li>• Lead effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Believe all can learn</li> <li>• Advocate for all learners</li> <li>• Develop empathy</li> <li>• Confront oppression</li> <li>• Promote ethical practice</li> <li>• Be a responsible citizen</li> </ul>

## **Elementary-Multiple Subjects at the graduate level**

Beginning in the winter of 2016, it was apparent our literacy foundations class needed additional strengthening in the area of dyslexia identification and training. As a teaching team, five instructors, including two adjunct instructors, went to a training with Susan Barton given by the Beaverton School District. That training was followed with initial lectures and work groups in our foundations of literacy class for MAT, EDUG 560. The work was accomplished in both multiple subject level and in single subject level.

To further our expertise, GFU partnered with Tigard schools to send a faculty member from Tigard to a week-long training with the Susan Barton team. This was done during the summer of 2016. The teacher, Colleen McCoombs, is an adjunct for us in Reading and our foundations and pedagogy of literacy courses (EDUG 560 and EDUG551). We also hired educator Megan Hills in the fall of 2016 who has been trained by the Barton institute also.

During the fall of 2016, the literacy instructional team met at the Portland Campus to begin to write the dyslexia goals for the EDUG 560 syllabus. We worked at carefully aligning course goals, outcomes and assessments with the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. Those were recently completed. Our two experts will continue to give direct instruction to all students as we work towards implementation and alignment.

Attached is our syllabi for EDUG 560 where these course goals will be required of all candidates in MAT whether working for a multiple subjects license or a single subject.

Our future plans include an analysis of how the new goals were or were not met and the teaching challenges our faculty encounter. Future goals will be written from that data.



**EDUG 560: Foundations of Language and Literacy**

Term:  
Credit Hours: 3  
Instructor Name:  
Instructor Phone:  
Instructor Email:  
Instructor Office Hours:

**Course Invitation** (*Instructor may personalize*)

This is a course about literacy. But what is literacy? What does it really mean to be literate? What is involved in this process? How is literacy critical to your life and the life of your students? What is the political nature of literacy? How does power circulate in and around acts of literacy? These are a few of the questions this course will address. There are there are many more neither you nor I have thought to ask. This is a good thing since this is a course where questions will be entertained and debated but not necessarily answered in full. So here is good thing, since this is a course where questions will be entertained and debated but not necessarily answered. So here is the invitation: Come expecting discoveries. Come willing to listen, speak, read, write, learn, and reflect. Come with your questions. Come with anticipation as you mark this literate moment on the map of your educational life.

**Course Description** (*Required as written*)

This course is designed to introduce the concepts of literacy as defined by the integrated processes of reading, writing, speaking, listening, and interacting with oneself and others. Implications and applications of these processes will be explored for the preschool, elementary, middle, and high school classroom.

**Course Goals** (*Required as written, chart required*)

This is a foundational course, central to all other MAT courses in scope and sequence. It is designed to move students towards Teachers Standards and Practices Commission OAR 584-017-0100 for initial teacher licensure. Note: \* Denotes department assessment.

In this course you will:

<i>Course Goal</i>	<i>IRA Standards</i>	<i>IDA Standards</i>	<i>NCATE** Standards</i>	<i>SOE Conceptual Framework***</i>	<i>Common Assessme</i>
Explore your own literacy processes	1.3, 1.4		Standard 1	Think Critically,	Written

and begin to understand how this will influence you as a teacher of reading, writing, listening, speaking, and personal communication.					<i>Reflections</i>
Demonstrate knowledge of the foundations of reading and writing processes and instruction.	1.1-1.4	1a 1b, 2a, 2b.	Standard 1	Think Critically,	<i>Virtual Gradebook</i>
Examine a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction for learners at different stages of development and from differing cultural and linguistic backgrounds (in content area and literacy specific instruction).	1.4-2.2		Standard 1	Think Critically, Transform Practice, Promote Justice	<i>Virtual Gradebook</i>
Analyze a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction for learners at different stages of development and from differing cultural and linguistic backgrounds (in content area and literacy specific instruction).	3.1-3.3		Standard 1 Standard 3	Think Critically Transform Practice Promote Justice	<i>Virtual Gradebook</i>
Demonstrate familiarity with characteristics of students at different stages of language acquisition and English Language proficiency levels.	1.1-3.3		Standard 1	Thinks Critically Transforms Practice Promotes Justice	<i>Virtual Gradebook</i>
Articulate the role of first language (L1) in learning additional languages.	1.1-3.3		Standard 1	Thinks Critically Transforms Practice Promotes Justice	<i>Virtual Gradebook</i>
Identify and incorporate concepts related to academic/social language, oracy/literacy and grammatical forms and linguistic functions.	1.1-3.3		Standard 1	Thinks Critically Transforms Practice Promotes Justice	<i>Curriculum Planning</i>
Identify and incorporate basic sheltered strategies (e.g., visuals, grouping strategies, frontloading, explicit vocabulary) appropriate to students at different levels of English language proficiency.	1.1		Standard 1	Thinks Critically Transforms Practice Promotes Justice	<i>Curriculum Planning</i>
Demonstrate the ability to identify five of the most common signs of dyslexia (International Dyslexia Association): difficulty spelling, reading struggles, directional confusion, comprehension discrepancy between auditory and	1.1-3.3	Standard 1-D Standard 1-E	Standard 1	Think Critically Transform Practice Promote Justice	<i>Virtual Gradebook</i>

written, difficulty with rote memorization of abstract facts.					
Demonstrate understanding of systematic and evidence based instruction in reading and spelling to meet the needs of all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.	1.1-2.2	Standard 1-A Standard 1.C	Standard 1	Think Critically Transform Practice Promote Justice	<i>Curriculum P</i>
Demonstrate understanding of the administration, interpretation, and application of the Oregon screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	3.1-33	Standard 1-D Standard 1-E	Standard 1	Think Critically Transform Practice Promote Justice	<i>Oregon IRA Module (current in process)</i>
Demonstrate the ability to apply assessment data to classroom intervention and understand accommodations for children with dyslexia and how to apply them in pedagogical practice.	3.1-3.4	Standard 1-C Standard 1-D Standard 1-E	Standard 1	Think Critically Transform Practice Promote Justice	<i>Virtual Grade</i>
Demonstrate professionalism during class participation and in the completion of course work.	5.1-5.3		Standard 1	Think Critically, Transform Practice, Promote Justice	<i>Virtual Grade</i>
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by challenging their own assumptions and bias integrating multiple perspectives into the curriculum, implementing an equity pedagogy, and creating an empowering classroom climate and school culture for all students.			
<b>Technology Proficiencies (ISTE/NETS)</b>		Our candidates use appropriate learner-centered and technology-enhanced strategies to meet the needs of all learners.			

\*TSPC –Teacher Standards and Practices Commission, \*\*NCATE – National Council Association on Teacher Education, \*\*\*CF = School of Education Conceptual Framework (TC = Think Critically; TP = Transform Practice; PJ = Promote Justice).

### TaskStream Assessment (required as written)

All students taking EDUG 503 must complete a *Section One* of the work sample and submit a paper to TaskStream in Gate 2 under EDUG 503. Wait for your professor to give additional instructions before attempting the assignments.

- \* Show new objectives to meet ELL standards for the state of Oregon.
- \* Show new objectives to meet Dyslexia standards for the state of Oregon.

## **Elementary-Multiple Subjects at the undergraduate level**

In an effort to comply with the TSPC ORAs on dyslexia, course content and methods for teaching individuals Identified as dyslexic can be found in the following report.

The EPP reviewed the OAR 584-420-0016 and became familiar with the new dyslexia instruction requirements. The review was done of the four major courses in the UGTE program which cover aspects of the new standards, as well as testing and practica requirements. In many places reviewed the new standards were covered by existing curriculum, assessments and materials. However, there were gaps and additional content or materials were included added and discussed in this report. The existing content and additions to the syllabi are highlighted in red in the following report.

- A. The first course in the UGTE program in which teacher candidates encounter information about dyslexia is during the **EDUC 346 The Inclusive Classroom in a Diverse Society** which is taught in the spring of the sophomore year. This course covers the IDEA law requirements including dyslexia and gives the students the framework in which dyslexia sits in relation to other areas diversity in a classroom. The course content is supplemented with practicum visits to school sites where the teacher candidates will be able to observe teachers working with diverse students. The updated course will highlight the diagnosis of dyslexia and observations of interventions for dyslexic students. The teacher candidates will be introduced to differentiated teaching methods and materials for students diagnosed with dyslexia.

The items highlighted in red in the syllabus below indicate where content will be updated in the spring course.

### **EDUC 346: The Inclusive Classroom in a Diverse Society**

Term: Spring, 2016

Instructor Name: Linda Warburg

Instructor Phone

Instructor Email:

Instructor Office Hours:

#### **Course Description:**

This course is designed to broaden the candidates understanding of some of the major issues, concepts, and instructional practices associated with teaching diverse students. We will focus on personal prejudices, the impact of power and privilege in American society, inclusion in relation to social justice, ethnic identity formation, culturally responsive teaching, IEP planning and differentiated instruction for learners with special needs.

This course will examine the diversity of cultures, languages, experiences, and knowledge that our students bring to our classrooms. This course will examine the tensions and barriers that are evident when students of diversity encounter the mainstream classroom in which they are the minority culture. Teacher perceptions and biases will be examined and challenged.

## Course Goals

Course Goal	TSPC Standards	INTASC Standards	IDA Standards	Conceptual Framework	Assessment
To analyze the impact of societal power and privilege on ourselves and others	2 c g	1 a k		Think Critically, Transform Practice, Promote Justice	From a classroom information set, each student will demonstrate their ability to review, sort and analyze information to set up an inclusive classroom where culturally responsive teaching and instruction is available to all students.
To identify personal prejudices and explore ways to confront them in preparation for teacher	5 a-k	2 g h l j k		Transform Practice, Promote Justice	
To compare stage theories of ethnic identity formation	3 a b c	4 b c d		Think Critically, Transform Practice	
To examine legal requirements and ethical commitments in teaching children with special needs <b>including those with Dyslexia.</b>	5 a-k	8 k l 9 a-o	<b>1-E</b>	Promote Justice	
To understand the role of general and special education teachers and parents in support of children who qualify for Special Education <b>including children with dyslexia</b>	3 f	8 m n o p	<b>1-E</b>	Think Critically, Transform Practice, Promote Justice	
To explore the theory and practice of culturally responsive teaching and differentiated instruction <b>to include special needs and specifically dyslexia</b>	1 a-g	8 l m n o p	<b>1-E</b>	Transform Practice	
<b>Cultural Proficiencies</b>		Our candidates work toward inclusive educational excellence by actively seeking ways to teach all children in authentic and culturally appropriate ways			
<b>Technology Proficiencies (ISTE/NETS)</b>		V-C...use technology to communicate and collaborate with peers, parents and the larger community in order to nurture student learning.			

<b>Final Project:</b>	Set-up an Inclusive Classroom
<b>Course Text</b>	Friend, Marilyn; Bursuck, William (2012). <i>Including Students with Special Needs</i> (6 <sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

**B. EDUC 461 Applied English Linguistics and Second Language Acquisition** is another course in the UGTE program that provides content to support teaching of those diagnosed with dyslexia. This course is taken in the spring of the sophomore year the same semester as the **EDUC 346 The Inclusive Classroom in a Diverse Society** course. It is in this course that teacher candidates learn

linguistics, the structures of language, phonology, morphology, phonemic awareness and phonics, etc., needed to teach first and second language learners. With review by the EPP, it seems that there is not a need to change content of this course, but to highlight the use of the concepts about language and their uses for students who are diagnosed with dyslexia. It is more of widening of the application of the material rather than addition of other content. The following grid shows the IDA Standards and the course content which is presently covered in the Inclusive Classroom course. This course is also foundational to the EDUC 413 and EDUC 414 the two reading and writing methods courses.

IDA Standard	EDUC 461 Key Questions for the Course
Section 1-A Foundational Concepts about Oral and Written Learning	<ol style="list-style-type: none"> <li>1. How do people learn their 1<sup>st</sup> language?</li> <li>2. What socio-cultural factors impact learners of a second language?</li> </ol>
Section 1-B Knowledge of the Structure of Language	<ol style="list-style-type: none"> <li>1. What is phonology</li> <li>2. What important terms are needed to understand phonology?</li> <li>3. What is the role of phonological and phonemic knowledge in learning a second language?</li> <li>4. What insights from phonology can help in evaluating a method of teaching reading and a method of teaching a second language?</li> <li>5. How can teachers help students learn to spell?</li> <li>6. What is morphology? What are morphemes?</li> <li>7. How do you classify words?</li> <li>8. What is syntax?</li> <li>9. How do insights from syntax apply to teaching reading?</li> </ol> <p>In addition, the students in this course complete modules on English grammar.</p>

C. **EDUC 413 Reading and Writing Methods 1**, with a focus on pre-school and early literacy learning in grades K-2, is taken in the fall of the junior year. It was found in review by the EPP that the course meets all of the ILA standards, but that addition of dyslexia materials and methods needed to be added to this course to meet the new dyslexia standards for the state of Oregon. See the table that follows for the inclusion of the International Dyslexia Standards with the Objectives of the EDUC 413 Reading and Writing Methods I course.

IDA Standard	Course objective
I-A Foundation Concepts about Oral and Written Learning 1-B Knowledge of the Structure of Language 1-C1 Structured Language Teaching: Phonology 1-C2 Structured Language Teaching: Phonics and Word Recognition 1-C3 Structured Language Teaching: Fluent, Automatic Reading of Text 1-C4 Structured Language Teaching: Vocabulary 1-C5 Structured Language Teaching: Text Comprehension 1-C6 Structured Language Teaching: Handwriting, Spelling and Written Expression	<b>Describe and apply information on the developmental process of learning to listen, speak, read and write with a focus on early learners.</b>
1-D Interpretation and Administration of Assessment for Planning Instruction	<b>Assess listening, speaking, reading and writing of early readers and writers using previously developed assessment tools, such as state of Oregon scoring guides or Common Core State standards performance assessment tools and with teacher-made tools.</b>
1-C2 Structured Language Teaching: Phonics and Word Recognition 1-C3 Structured Language Teaching: Fluent, Automatic Reading of Text 1-C4 Structured Language Teaching: Vocabulary 1-C5 Structured Language Teaching: Text Comprehension 1-C6 Structured Language Teaching: Handwriting, Spelling and Written Expression	<b>Use multi-literacies to teach and apply strategies about reading and writing in many modes and genres.</b>
1-C2 Structured Language Teaching: Phonics and Word Recognition 1-C3 Structured Language Teaching: Fluent, Automatic Reading of Text 1-C4 Structured Language Teaching: Vocabulary 1-C5 Structured Language Teaching: Text Comprehension 1-C6 Structured Language Teaching: Handwriting, Spelling and Written Expression	<b>Apply a variety of structures, such as, guided reading or independent writing for the teaching of strategies for listening, speaking, reading and writing content such as fluency, vocabulary, comprehension strategies that are appropriate for all learners and that meeting the Common Core State Standards.</b>
1-E Knowledge of Dyslexia and Other	<b>Assess, plan for and monitor the reading and</b>

Learning Disorders	writing progress of struggling readers, including those individuals diagnosed as dyslexic.
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To augment the EDUC 413 course to meet the new dyslexia standards the following content will be added to the syllabus. (See the partial syllabus below). The Modules are being developed by Mindy Legard Larson (Linfield), Donna Kalmabach Phillips, Pacific University), Amanda Villagomez (EOU), Maria Leija (OSU), and Dot McElhone (PSU), to ensure that, the teacher candidates have instruction on dyslexia. The modules to provide appropriate content to prepare to teacher candidates who are able to assess, instruct, and monitor learning to assist those diagnosed as dyslexic in early childhood and elementary settings.

The modules will be piloted this year to review their use in this course and EDUC 414 Reading and Writing with the Common Core Subjects. The first module covers definition and background material on the requirements for advocating for students diagnosed with dyslexia. The second module includes work on specific models for teaching and assessing, as well as advocacy for students and their parents. The more complete EDUC 413 syllabus is included below with the modules plan included.

**EDUC 413 A: Reading and Writing Methods I**

(4 semester hours)

**REQUIRED TEXTS**

Taberski, S. (2011) *Comprehension from the Ground Up*. Portsmouth, NH: Heinemann.

Savage, J. (2010) *Sound it Out!* NY: McGrawHill College.

iPad Apps with total cost of no more than \$15.00.

Modules on Dyslexia available on Foxtale.

**Previously Purchased:**

Calkins, L, Ehrenworth, M. & Lehman, C. (2012) *Pathways to the Common Core*. Portsmouth, NH: Heinemann.

Freeman, D, & Freeman, Y. (2004) *Essential Linguistics*. Portsmouth, NH: Heinemann.

**COURSE GOALS-**To provide an overview of reading and writing instruction for all children with an emphasis on assessment, planning, classroom environment and differentiation for beginning readers, writers, speakers and listeners. The course will be integrated with the ESOL methods and assessment courses to provide a clear plan for working with all children in the classroom.

Course Goal	INTASC	Conceptua	ILA	Assessments
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	<b>Standards</b>	<b>I Framework</b>	<b>Content Standards</b>	
Discuss the history of literacy-reading, writing, speaking and listening and the theoretical framework of literacy learning based. Recognize the importance of lifelong learning and advocacy as a literacy professional.	4	TC	1.1, 1.2, 1.3 6.1, 6.2, 6.3, 6.4	Vision of Teaching Literacy Post
Describe and apply information on the developmental process of learning to listen, speak, read and write with a focus on early learners.	1	TC, TP, PJ	2.1, 2.3	Lesson Sequence Plans with Academic Language embedded
Assess listening, speaking, reading and writing of early readers and writers using previously developed assessment tools, such as state of Oregon scoring guides or Common Core State standards performance assessment tools and with teacher-made tools.	2, 6	TC, TP, PJ	3.1,3.2, 3.3, 3.4	Early Reading and Writing Case Study
Use multi-literacies to teach and apply strategies about reading and writing in many modes and genres.	4, 7, 8, 9	TP, PJ	2.2	Lesson Sequence Plans with Academic Language embedded
Apply a variety of structures, such as, guided reading or independent writing for the teaching of strategies for listening, speaking, reading and writing content such as comprehension strategies that are appropriate for all learners and that meeting the Common Core State Standards.	4, 5, 7, 8, 9	TC, TP, PJ	2.1, 2.2, 2.3, 4.1, 4.2, 4.3	Lesson Sequence Plans with Academic Language embedded
Create an appropriate learning environment for literacy instruction.	3	TC, TP, PJ	5.1, 5.2, 5.3, 5.4	Children's Literature Reading and Environment Collection
Able to plan appropriate lessons and unit for all students.	1, 2, 3, 4, 5,6, 7, 8	TC, TP, PJ	2.1, 2.2, 2.3, 5.1, 5.2, 5.3 4.1, 4.2, 4.3	Lesson Sequence Plans with Academic Language embedded
<b>Recognize, assess, plan and monitor the reading and writing of struggling readers, including those</b>	<b>1</b>	<b>TC, TP, PJ</b>	<b>1.3, 2.1, 2.2, 3.1, 3.2, 3.4,</b>	<b>Complete readings and Modules on Dyslexia</b>

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### 3. COURSE REQUIREMENTS

**Assignments for the Course: The following is a short summary of each major assignment. More details and rubrics, where applicable, when the assignment is given in class.**

- 1. Early Reading and Writing Case Study- 25%**

Several of the reading and writing assessments covered in this class will be conducted with one early reader/writer as part of a class trip to a local elementary school. The assessment data will be collected, evaluated and next teaching points will be developed for the child. The case study will be written using the template given and assessed with a rubric created for the case study.
- 2. Mini Lessons, Units and 3 to 5 Lesson Sequence - 40%**

During the class, there will be several mini-lessons written and turned in for a grade. Several of the lesson plans will be taught to a small group of your peers. At the conclusion of the course you will choose reading or writing strategy and create a 3 to 5 lesson sequence/mini-unit to demonstrate a synthesis of knowledge of the content of the course. A lesson from the sequence will be taught to a small group as part of the final exam session.
- 3. Completed Reading and Modules on Dyslexia 10%**

Complete the outside readings on struggling readers and the modules on Dyslexia embedded on Foxtale. Create a class plan for working assessing, planning for and monitoring the progress of struggling readers who have been diagnosed with dyslexia
- 4. Children's Literature Reading and Environment Collection - 15%**

The Children's literature collection on LibraryThing will be continued this semester as new picture books are read and used to support some of the lesson planning and teaching the various strategies and skills of reading and writing. In addition, a collection of teaching ideas, resources and research articles will be created.
- 5. Participation and posting- 10%**

The content of this course will be presented with many hands-on experiences including learning the appropriate handwriting forms for teaching children. It is necessary to attend all classes, unless seriously ill, both to demonstrate professional dispositions and to have the best opportunity to develop your knowledge of methods and materials for teaching these important subjects to preschool and primary aged children. There will be occasions when you will be asked to post assignments to Foxtale or to the Google Drive document or on paper to hand in. It is the expectation of the course that you will have assignments completed on time and turned in as specified.

D. The students in the senior year complete EDUC 375 Practicum I and EDUC 475 Practicum II. These two practica experiences include teaching part and full days in an elementary classroom with a diverse make up, including English Language Learners and students with diverse needs. It is in these placements that teacher candidates will be able to work with students with a variety of learning needs, including dyslexia. The teacher candidates are required to complete and submit an edTPA 3-Lesson sequence including specific plans for differentiated plans for all students with special needs. While the university is not able to assist the planning of the lessons sequence or teaching of the edTPA work; edTPA results, the university supervisor and classroom teacher will be able to give feedback to the university regarding the teacher candidate's preparedness to teach all students, including those diagnosed with dyslexia.

E. In addition to all the course content in linguistics, word analysis and language, the teacher candidates in the UGTE program must post passing scores on the Elementary Education Subtest I. Of this test 62% of the content is regarding Reading and the English Language Arts. This comprehensive assessment of the teacher candidate's understandings and application of the content regarding teaching all readers, includes many of the sub-pieces present in the OAR 584-420-0016, so there is clear assessment across the program of candidates on their foundational knowledge as seen in test scores.

Passage of this test confirms their growing knowledge of international organization-  
 ILA International Literacy Association in *italics International Dyslexia Association*.

<p>4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.          4.3: Develop and implement strategies to advocate for equity.</p>	<p>0001 Understanding foundations of language development and emergent literacy</p>
<p>2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.  <i>-C2 Structured Language Teaching: Phonics and Word Recognition</i>  <i>1-C3 Structured Language Teaching: Fluent, Automatic Reading of Text</i></p>	<p>0002 Understanding of phonics, word analysis, spelling and fluency.</p>
<p>2.2: Use appropriate and varied instructional approaches, including</p>	<p>0003 Understand reading comprehension and vocabulary skills</p>

<p>those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.</p> <p><i>1-C4 Structured Language Teaching: Vocabulary</i></p> <p><i>1-C5 Structured Language Teaching: Text Comprehension</i></p>	
<p>4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</p> <p><i>1-C6 Structured Language Teaching: Handwriting, Spelling and Written Expression</i></p>	<p>0004 Understand literary, informational, persuasive, and functional texts, and graphic sources</p>
<p>2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</p>	<p>0005 Understand the processes, conventions, and modes of written and oral communication.</p>

F. In conclusion, the EPP plans to monitor the changes planned as we prepare to graduate the 2017-2018 seniors, who will have completed most of their program under the new dyslexia rules. We will assess their knowledge of dyslexia and the applications of methods in their student teaching and the assessments by their cooperating teachers and in their first year of teaching by administrators. With this information, we return to review our course plans and make modifications as needed.