

University of Texas at El Paso
RED 5341 Assessment & Teaching of Reading (CRN 18481)
FALL 2018

Instructor: Dr. Kathleen Mein
E-mail: kmein@utep.edu
Phone: 915-747-5426
Office: EDUC #813

Tuesdays, 5:30-8:20 pm
IM-50% + Online (Hybrid)
Location: Room #312
Office Hours: M & W 8:00-9:00 AM &
12:00-2:00 PM; T 4:00-5:30 Online
& Th 12:00-1:30 PM Online or Mesita
ES or by Appointment

Course description:

Assessment in the Teaching of Reading (3-0) Standardized and informal materials and techniques for diagnosing the reading strengths and weaknesses of individuals & groups, techniques and materials for building specific reading abilities and methods of individualizing instruction and grouping according to student needs and interests. Prerequisite: RED 3340 or RED 3342.

Course objectives:

RED 5341: *Assessment and Teaching of Reading* addresses evidenced-based literacy assessments & teaching strategies using an *if-then* framework that links assessments with specific teaching strategies based on what students need to learn. Students will analyze & interpret the results of formal and informal literacy assessments to design and implement integrated literacy instruction that addresses the need of diverse learners. Additionally, participants will learn how to use the Response to Intervention (RTI) Model to meet the needs of struggling readers, integrated instruction to meet the language & literacy needs of English Learners, and state & federal laws related to reading assessment & diagnosis, including dyslexia. This core course incorporates the Texas State Board of Educator (SBEC) standards for master reading teachers. The SBEC standards are closely aligned with the Texas Essential Knowledge and Skills (TEKS), which can be downloaded at <http://www.tea.state.tx.us/teks>. This course will provide numerous opportunities to connect theories and models of literacy assessment and instruction with both the SBEC standards as well as the TEKS. Core course focus includes the following SBEC master reading teacher standards:

- The interrelated components of listening, speaking, reading & writing across all developmental stages of oral and written language and literacy instruction from early childhood to grade 12 levels (Standard I).
- Analyzes formal & informal literacy assessment data to design and implement integrated literacy instruction using appropriate (Standard II).
- The influence of individual student's strengths & needs on their literacy development and implementation of literacy instruction that reflects state performance standards and content to address the varied needs of all students (Standard III).
- Relates knowledge of primary and secondary language acquisition as well as reading difficulties, dyslexia, and reading disabilities to promote literacy (Standard IV).

- Connects knowledge of literacy profile of students with reading difficulties, dyslexia, & reading disabilities and instructional & intervention strategies to facilitate and promote literacy (Standard V).
- Understands the theoretical foundations of literacy to plan and implement developmentally appropriate, research-based literacy curriculum for all students, and collaborate & communicate with educational stakeholders, and leadership in designing, implementing, and evaluating professional development programs (Standard IV).

Student learning outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of seven interrelated literacy strands [as identified in the ELAR TEKS 2017]: *foundational language skills, comprehension, response, multiple genres, author's purpose & craft, composition, and inquiry & research.*
2. Interpret the results of formal & informal literacy assessments and use results to design instruction for diverse learners.
3. Know theoretical foundations of literacy and apply the *if-then* literacy strategy guide to match students' literacy needs to evidenced-based teaching methods.
4. Convey knowledge of state & federal laws related to reading assessment & diagnosis, dyslexia.
5. Demonstrate knowledge of the K-12 Texas English Language Proficiency Assessment System (TELPAS) and formative assessments for assessing English Learners and uses the English Language Proficiency Standards' (ELPS) proficiency levels & descriptors to support teachers' implementation of linguistically-and culturally-responsive instruction.
6. Demonstrate knowledge of the Response-to-Intervention (RTI) model, and applies knowledge to support RTI team members to develop, implement, and monitor a school-wide RTI plan.
7. Implement school-wide RTI tiered literacy practices to provide high quality tier 1 literacy instruction and tier 2 and tier 3 differentiated literacy intervention students with reading challenges and dyslexia.
8. Explore the critical role of families & communities in children's literacy development and learn practices to increase school, home, and community partnerships.
9. Create and reflect on a case study that synthesizes the results of *oral language development; phonemic awareness & alphabetic principle; phonics/decoding; fluency; comprehension/narrative texts; and comprehension/informational texts* assessments and teaching strategies for literacy practice in authentic situations.

Course readings:

Required textbooks:

Reutzel, D. R. & Cooter, R. (2016) *Strategies for Reading Assessment and Instruction in an Era of Common Core Standards: Helping Every Child Succeed*. Pearson. ISBN: 978-0-13-348881-0. [This book can be purchased at the UTEP bookstore or online or through venues such as Amazon.com, half.com, or Barnes and Noble.]

Required readings (in addition to textbook chapters)

Week 2

Hudson, R., High, S., & Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us? *The Reading Teacher*, 60(6), 506-515.

Week 3

Alexander, P. & Fox, E. (2014). A historical perspective on reading research & practice, redux. In Alvermann, Urau & Ruddell (Eds.), *Theoretical Models and Processes of Reading*. International Literacy Association.

Week 4

Rubin, R. & Galvan Carlan, V. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher*, 58(8), 728-729.

Texas English Language Proficiency Standards (ELPS) under Special Student Populations at <http://tea.texas.gov>.

Week 6

Helman, L., Bear, D., Templeton, S., Invernizzi, M., Johnston, F. (2012). Getting started: The assessment of orthographic development. In *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, & Spelling* (pp. 23-49). Boston, MA: Pearson.

Week 7

Allington, R. (2012). What really matters when working with struggling readers, *The Reading Teacher*, 66(7), 520-530.

Week 9

Lipson, M. & Wixson, K. (2012). To what interventions are students responding? *The Reading Teacher*, 66(2), 111-115.

Watts-Taffe, S., Laster, B., Broach, L., Marinak, B., McDonald Connor, C., & Walker-Dalhouse, C. (2012). Differentiated instruction: Making informed teacher decisions. *The Reading Teacher*, 66(4), 303-314.

Week 10

Lipson, M., Chomsky-Higgins, P., Kanfer, J. (2011). Diagnosis: The missing ingredient in RTI assessment, *The Reading Teacher*, 65(3), 204-208.

The IRIS Center Peabody College Vanderbilt University/Resources: RTI/MTSS Module (15) at <https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>

Mellard, D., McKnight, M., & Deshler, D. (2007). *The ABCs of RTI elementary school reading: A guide for parents*. Washington, D.C.: National Research Center on Learning Disabilities.

Week 12

Texas Literacy Initiatives (TEA Documents): *Texas State Literacy Plan (TSLP) & Texas Literacy Initiative Leadership Team Support Module*. <https://tea.texas.gov/literacy/TLI/>.

Week 14

Pytash, K. & Morgan, D. (2014). Using mentor texts to teach writing in science and social studies. *The Reading Teacher*, 68(2), 93-102.

McKenna, M. & Dougherty-Stahl, K. (2009). Preparing a reading clinic report. In *Assessment for reading instruction (2nd ed.)*. NY: The Guilford Press.

Course requirements:

Successful completion of this course will be based on several key elements:

Blackboard (BB) Journal Postings (30 points) – To facilitate synthesis of the readings, you will submit six journal discourses on Blackboard. In each journal posting, write a coherent evaluation of the main arguments of the weekly readings with in-text APA citations from the readings. Critically evaluate & analyze with in-text APA citations how the question prompt applies to the week’s readings. In each posting, respond to the question prompt posted in Blackboard and apply the information to the week’s required readings. Based on the question prompt’s topic and weekly readings, examine implications for literacy curriculum, assessment & instruction using in-text APA citations from the week’s readings. Provide specific details and examples of how you will implement assessment, curriculum, and/or instructional changes in your own literacy practice. The posting should be at least **500 words** in length and demonstrate an application of your knowledge with APA citations from the required readings. Your response to the prompt will be due by midnight on **Tuesdays** during weeks when face-to-face classes does not meet. You will respond to **six question prompts** based on the week’s readings and each journal posting will count 5 points. Follow APA guidelines when citing final references. **Points will be deducted for late responses. No responses will be accepted more than a week late.** A rubric for the journal postings can be found in the appendix

Response to Intervention (RTI) brochure (15 points) To communicate the use of the Response to Intervention model to professional colleagues, you will create a 4-6 panel brochure that describes the RTI model and how RTI team members support & implement RTI. When creating your RTI brochure, consider your audience (administrators, faculty, & staff) and information that they would need about RTI implementation. The RTI brochure should outline:

- name & school level (elementary, middle, high school);
- the purpose and advantages of the RTI tiered literacy practices;
- the roles & responsibilities of RTI team members;
- the purpose and use of assessments—*screening, diagnostic, progress monitoring, and outcome assessments*;
- how teachers provide high quality tier 1 literacy instruction to all students and how teachers provide differentiated tier 2 intervention for struggling learners during the ELAR block;

- how literacy interventionists provide intensive tier 3 intervention for students with reading challenges and dyslexia;
- how instructional literacy leaders monitor the school-wide implementation of RTI.

For RTI resources, use the NRCLD's *RTI Parents Guide*, chapter 2 from the Reutzel & Cooter textbook, and the IRIS Center at <http://iris.peabody.vanderbilt.edu>. A rubric for the RTI brochure can be found in the appendix.

Case Study: Data Spreadsheets & Narrative Analyses (30 points) – As part of this course, you will have the opportunity to interpret & analyze literacy assessment data in six categories: *oral language development; phonemic awareness & alphabetic principle; phonics/decoding; fluency; comprehension/narrative texts; and comprehension/informational texts*. To conduct the assessments throughout the course, select two to three students (1-primary; 2-3 elementary/middle/high school) in grades 1-12 with reading difficulties, dyslexia, and/or reading disabilities. Plan time to administer 6-10 formative literacy assessments for oral language development; phonemic awareness & alphabetic principle (grade 1-2) phonics/decoding; fluency (grades 3-12); comprehension/narrative texts (grades 3-12); & comprehension/informational texts (grades 3-12).

After administering the literacy assessment (*oral language development; phonemic awareness & alphabetic principle; phonics/decoding; fluency; comprehension/narrative texts; and comprehension/informational texts*), write a case study report for the category.

For each case study report, create a data spreadsheet that outlines the literacy assessment skills tested and the child's proficiency or lack of proficiency in each skill area. For example, the skills assessed on the fluency tests are: *accuracy of decoding, reading rate/speed, expressive reading, appropriate volume, smoothness, phrasing, & self-monitoring/regulating*. Next, use the *If-Then* strategy guides in the Reutzel & Cooter textbook to select a teaching strategy based on the skills that the child needs to learn next. You will teach the strategy to the child and closely observe how the child responds to the activity. After teaching the lesson, write a 500-word narrative report that outlines the teaching strategy purpose, grade level TEKS, procedures & child's response to the activity.

Each case study should include:

1. *Data analysis spreadsheet* that states the child's name, grade, assessment title, purpose, & the **literacy skills** tested (use the spreadsheet template on BB). On the spreadsheet indicate the child's skill proficiency (+) or lack of proficiency (-) for each literacy skill listed on the spreadsheet.
2. *Narrative (500 words)* explanation of how the *If-Then* strategy guides were used to select a teaching strategy tied to student's test results and aligned with grade level ELAR TEKS. In the narrative, write a summary of each teaching strategy's purpose, grade level ELAR TEKS, materials, and procedures. Include an evaluation of the child's response to the activity and whether the skill needs re-teaching.

You will submit six *Case Study: Data Spreadsheets & Narrative Analyses* (5 points each) according to the scheduled due dates listed in the syllabus course schedule. A rubric for the Case Study: Data Spreadsheets & Narrative Analyses assignment can be found in the appendix.

Case Study Reflection Paper (25 points)

For this assignment, you will write a 5-6-page paper with 7-8 in-text citations from the required readings using APA format. Review each literacy data spreadsheet and evaluate your effectiveness interpreting, analyzing, & using formative assessment results to plan literacy intervention with 2-3 in-text APA citations. The paper should document evidence of the theoretical foundations of literacy applicable to the assessment, curriculum & instruction with 2-3 in-text APA citations. Provide clear interpretations of how state & federal policies/laws regarding literacy assessment & diagnosis apply to assessment, teaching & instructional decision-making with 2-3 in-text APA citations. Examine the taught literacy activities and provide examples of the child's response to each strategy activity. Finally, based on your data analysis and teaching of the strategy activities, provide illustrations of ways that you as an instructional literacy leader would monitor, evaluate, and improve school-wide literacy curriculum, assessment, and instruction practices with 2-3 in-text APA citations.

Explore the following questions to guide you in developing this analysis:

1. *How do theoretical models of literacy impact my pedagogical perspectives about the interrelated strands of literacy across all developmental & grade levels?*
2. *How does my understanding of state & federal laws regarding literacy teaching, assessment & diagnosis influence literacy instruction and intervention?*
3. *How did I interpret the achievement data & what each assessment measured?*
4. *How did I use assessment data to determine strengths and areas needing intervention for each child?*
5. *Why did I select the instructional strategy for each area--oral language development; phonemic awareness & alphabetic principle; phonics/decoding; fluency; comprehension/narrative texts; and comprehension/informational texts?*
6. *How did the student respond to the instruction for each area--oral language development; phonemic awareness & alphabetic principle; phonics/decoding; fluency; comprehension/narrative texts; and comprehension/informational texts?*

Your essay will be evaluated according to your depth of reflection, examples, synthesis of ideas, self-evaluation, and mechanics. Write a 5-6 page reflective APA paper that distinguishes well-supported insights with citations about assessment, curriculum, instruction/intervention. Reflect in-depth on where you are in your progress towards mastery and explain where and how you still need to improve. **Submit your Case Study Reflection Paper on Blackboard; points will be deducted for late submission of the assignment.** A rubric for the Case Study Reflection Paper can be found in the appendix.

Assessment of Student Learning Outcomes:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
<i>Blackboard journal postings</i>	#1-9/11 #3-10/9 #5-11/13	#2-9/25 #4-10/23 #6-11/20	30 points Learning Outcomes #1-9
<i>Response to Intervention (RTI) Brochure</i>	10/30/19		15 points Learning Outcomes #1, 3, 4, 6, 7 & 8
<i>Case Study: Data Spreadsheet & Analysis (6)</i>	Oral Language—9/18 class & 9/20 on BB PA/Alphabet Principle—10/2 class & 10/4 on BB Phonics/Decoding—10/16 class & 10/18 on BB Fluency-10/23 on BB Comprehension/Narrative Texts-11/6 class & 11/8 on BB Comprehension/Informational Texts—11/20 BB		30 points Learning Outcomes #1, 2, 3, 5 & 9
<i>Case Study Reflection Paper</i>	12/11/18 Blackboard		25 points Learning Objectives #1-9

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

Attendance Policy:

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing **one** class period as excessive. This is a hybrid course with 50% of the content online; therefore, plan to attend all face-to-face class meetings. The student may be dropped for lack of attendance. If you miss one class, contact me immediately via email.

Disability Policy:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)-- <http://sa.utep.edu/cass/> . You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Standards of Academic Integrity:

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Equal Education Opportunity

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu<<mailto:eoaa@utep.edu>>.

Additional Resources:

Academic journals – The following journals provide valuable information about literacy instruction. Most of them can be found electronically using the UTEP Library website:

Reading Research Quarterly

Journal of Adolescent and Adult Literacy

The Reading Teacher

Language Arts

Anthropology and Education Quarterly

Websites – These websites are sources of additional information for early and adolescent literacy:

Response to Intervention—www.rti4success.org/

International Reading Association – www.reading.org

Reading Online – www.readingonline.org

National Council for Teachers of English – www.ncte.org

Texas Council of Teachers of English Language Arts – <https://www.tctela.org>

Global Conversations in Literacy Research-

<https://globalconversationsinliteracy.wordpress.com/>

National Research Council for Learning Disabilities: <http://www.nrcl.org/topics/rti.html>

International Dyslexia Association: <http://interdys.org/>
The Savvy Teacher's Guide: Reading Interventions That Work-
<http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF>
Reading 101: What You Should Know About Reading Instruction--
<http://www.readingrockets.org/teaching/reading101>.

****Syllabus subject to change****

Course Schedule:

Date	Topic	Readings/Assignments Due
Aug 28 Week #1 Face-to-face	Introduction to Course	Read the Syllabus <ul style="list-style-type: none"> ➤ Syllabus review ➤ Course requirements Textbook review <ul style="list-style-type: none"> ➤ <i>Strategies for Reading Assessment in an Era of Common Core Standards: Helping Every Child Succeed (5th Edition)</i> Reutzel & Cooter
Sept 4 Face-to-face Week #2	Face-to-face Formal & Informal Literacy Assessments & Data Analysis	Read: <ul style="list-style-type: none"> • Reutzel & Cooter: Chapter 1: <i>Reading Assessment in the Classroom</i> • Hudson, High, & Otaiba, <i>Dyslexia and the brain: What does current research tell us?</i>
Sept 11 Week #3 Online	Online: Theoretical Reading Frameworks & Response to Intervention (RTI)	Read: <ul style="list-style-type: none"> • Alexander & Fox. <i>A Historical Perspective on Reading Research & Practice, Redux</i> • Reutzel & Cooter: Chapter 2: <i>Response to Intervention (RTI) Differentiating Reading Instruction for All Readers</i> <p>Journal posting #1 due on BB by Tuesday 9/11 at midnight.</p>
Sept 18 Week #4 Face-to-face	Face-to-face: Language Development: Academic Language & Culturally Relevant Instruction	Read: <ul style="list-style-type: none"> • Reutzel & Cooter: Chapter 3: <i>Speaking & Listening</i> • Rubin & Galvan Carlan, <i>Using writing to understand bilingual children's literacy development</i> • Texas English Language Proficiency Standards (ELPS) <p>Assignments due:</p> <ul style="list-style-type: none"> • <i>Data Spreadsheet & Narrative Analysis for Oral Language Development</i> due in class 9/18. • Revised assignment due on BB on 9/20 by midnight.
Sept 25 Week #5 Online	Online: Emergent Literacy & the Alphabetic Principle	Read: <ul style="list-style-type: none"> • Reutzel & Cooter: Chapter 5: <i>Phonemic Awareness & Alphabetic Principle</i> • Reutzel & Cooter: Chapter 6: <i>Alphabet Knowledge & Letter Naming.</i> <p>Journal posting #2 due to on BB by Tuesday 9/25 at midnight</p>

Course Schedule

Date	Topic	Readings & Assignments Due
Oct 2 Week #6 Face-to-Face Class	Face-to-face: Orthographic Knowledge & Addressing the Needs of Diverse Learners	Read: <ul style="list-style-type: none"> • Reutzel & Cooter: Chapter 7: <i>Phonics & Decoding Skills</i> • Helman, Bear, Templeton, Invernizzi, & Johnston: <i>Word Study with English Learners & the Development of Orthographic Knowledge</i> Assignments due: <ul style="list-style-type: none"> • Data Spreadsheet & Narrative Analysis for Phonemic Awareness & Alphabetic Principle due in class 10/2. • Revised assignment due on BB on 10/4 by midnight.
Oct 9 Week #7 Online	Online: Promoting Literacy for Struggling Readers	Read: <ul style="list-style-type: none"> • Reutzel & Cooter: Chapter 8: <i>Reading Fluency</i> • Allington, R. <i>What really matters when working with struggling readers</i> Journal posting #3 due on BB by Tuesday 10/9 at midnight
Oct 16 Week #8 Face-to-Face Class	Face-to-face: Teaching Vocabulary & Comprehension of Narrative Texts	Read: <ul style="list-style-type: none"> • Reutzel & Cooter: Chapter 9: <i>Assessment of Children's Literature Reading</i> • Reutzel & Cooter: Chapter 10: <i>Strategies for Teaching Literature</i> Assignments due: <ul style="list-style-type: none"> • Data Spreadsheet & Narrative Analysis for Phonics & Decoding Skills due in class 10/16. • Revised assignment due on BB on 10/18 by midnight.
Oct 23 Week #9 Online	Online: Making Informed Literacy Decisions	Read: <ul style="list-style-type: none"> • Lipson & Wixson: <i>To What Interventions Are Students' Responding</i> • Watts-Taffy, Laster, Broach, Marinak, Connor, & Walker-Dalhouse: <i>Differentiated Instruction: Making Informed Teacher Decisions</i> Assignments due: <ul style="list-style-type: none"> ▪ Journal posting #4 due on BB by Tuesday 10/9 at midnight. ▪ Data Spreadsheet & Narrative Analysis for Fluency due on BB on 10/23

Course Schedule

Date	Topic	Readings & Assignments Due
Oct 30 Week #10 Online	Online: RTI Implementation	Read: <ul style="list-style-type: none"> • Lipson, Chomsky-Higgins, & Kanfer, <i>Diagnosis: The missing ingredient in RTI assessment</i>. • Mellard, McKnight, & Deshler: <i>The ABCs of RTI Elementary School Reading: A Guide for Parents</i> • Response to Intervention Module at The Iris Center at https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/ <p>Assignment due on Blackboard:</p> <ul style="list-style-type: none"> • Response-to-Intervention Brochure due on BB on 10/30 by midnight.
Nov 6 Week #11 Face-to-face	Face-to-face: Comprehension of Informational Texts	Read: <ul style="list-style-type: none"> • Reutzel & Cooter: Chapter 11-- <i>Assessing Students Comprehension of Informational Texts</i> • Reutzel & Cooter: Chapter 11—<i>Strategies for Teaching Informational Texts</i> <p>Assignments due:</p> <ul style="list-style-type: none"> • Data Spreadsheet & Narrative Analysis for Narrative Texts due in class 11/6. • Revised assignment due on BB on 11/8 by midnight.
Nov 13 Week #12 Online	Online: Texas Literacy Initiative	Read: <ul style="list-style-type: none"> • Texas Literacy Initiatives (TEA Documents): 1) <i>Texas State Literacy Plan (TSLP)</i>; 2) <i>Texas Literacy Initiative Leadership Team Support Module</i> at https://tea.texas.gov/literacy/TLI/ <p>Journal posting #5 due on BB by Tuesday 11/13 at midnight</p>
Nov 20 Week #13 Online	Online: The Assessment-Instruction Process	Read: <ul style="list-style-type: none"> ▪ Lipson & Wixson: Chapter 3—<i>Reading & Writing Disability and the Assessment-Instruction Process</i> <p>Assignment due on Blackboard:</p> <ul style="list-style-type: none"> • Data Spreadsheet & Narrative Analysis for Informational Texts due on BB 11/20 by midnight.
Nov 27 Week #14 Face-to-face	Face-to-face: Writing Across the Curriculum & Preparing a Case Study Report	Read: <ul style="list-style-type: none"> ▪ Pytash & Morgan: <i>Using Mentor Texts to Teach Writing in Science & Social Studies</i> ▪ McKenna & Dougherty-Stahl: <i>Preparing a Reading Clinic Report</i>.

Course Schedule

Date	Topic	Readings & Assignments Due
Dec 4 Week #15 Face-to-face	Face-to-face: Case Study Reflection Paper	** Bring to class (12/4): <ul style="list-style-type: none"> • All literacy data spreadsheets & narrative analyses for: (<i>oral language development; phonemic awareness & alphabetic principle; phonics/decoding; fluency; comprehension/narrative texts; and comprehension/informational texts</i>). • First draft of Case Study Reflection Paper
Dec 11 Week #16 Online	Online: Final Project: Case Study Reflection Paper	Case Study Reflection Paper due on Blackboard on 12/11 by midnight

APPENDIX
Grading Rubrics for Course Assignments

Blackboard journal postings

Criteria	Possible points	Points earned
Clear, coherent, and well-organized synthesis of the main arguments of the readings with in-text APA citations from the week's required readings.	1	
Clear critical evaluation & analysis of question prompt with in-text APA citations from the week's readings to support analysis.	1	
Based on question prompt, clear examination of the implications for literacy assessment & teaching to support students' success with in-text APA citations from the week's required readings.	1	
Clear details & examples of how you will implement assessment, curriculum, and/or instructional changes in your own literacy practice.	1	
Follows APA guidelines, adheres to 500- word length & free of significant errors.	1	
Total	5X 6 Postings=30 Points	

Response to Intervention (RTI) brochure

Criteria	Possible points	Earned points
Clearly identifies the school name, level, purpose & advantages of RTI tiered practices.	2	
Clearly outlines the roles & responsibilities of RTI team members.	2	
Clearly summarizes the purpose and use of screening, diagnostic, progress monitoring, and outcome assessments.	2	
Clearly identifies how teachers in the school provide high quality tier 1 literacy instruction to all students.	2	
Clearly provides information on tier 2, differentiated literacy intervention for struggling learners.	2	
Clearly provides information on tier 3 literacy intervention for students with reading challenges & dyslexia.	2	
Clearly outlines how literacy leaders monitor the school-wide implementation of RTI	2	
Brochure (4-6 panels) is professional, understandable, & free of significant errors.	1	
Total	15 Points	

Case Study: Data Spreadsheets & Narrative Analyses

Criteria	Possible Points	Points Earned
Data analysis template (BB) spreadsheet is used for each category & clearly describes the child’s name, grade, assessment title, purpose & skills tested for each literacy category.	1	
Data analysis spreadsheet clearly indicates the child’s skill proficiency with (+) for proficient or (-) not proficient on each literacy skill tested for: <ul style="list-style-type: none"> ▪ <i>oral language development;</i> ▪ <i>phonemic awareness & alphabetic principle;</i> ▪ <i>phonics/decoding;</i> ▪ <i>fluency;</i> ▪ <i>comprehension/narrative texts; &</i> ▪ <i>comprehension/informational texts.</i> 	1	
Clear explanation of how the <i>If-Then</i> strategy guides were used to select a teaching strategy tied to student’s test results and aligned with grade level ELAR TEKS.	1	
Clear narrative summary of the purpose, materials, and procedures of the teaching activity implemented & how the child responded to the activity.	1	
Each data spreadsheet lists the skills (use templates) for each literacy area and the narrative analysis adheres to 500-word length and is free of significant errors.	1	
Total	5 points each/6 data spreadsheets & analysis = 30 points.	

Case Study Reflection Paper

Criteria	Possible Points	Points Earned
Essay clearly shows self-evaluation of literacy data interpretation, analyses, & use of results to plan intervention with 2-3 in-text APA citations.	3	
Clear in-depth evidence of the theoretical foundations of literacy applicable to the assessment, curriculum & instruction with 2-3 in-text APA citations.	5	
Clear interpretation of how state & federal policies/laws regarding literacy assessment & diagnosis apply to assessment, teaching & instructional decision-making with 2-3 in-text APA citations	5	
Well supported & insightful examination of all literacy activities taught & includes clear examples of the child's response to the intervention.	3	
As an instructional school leader, clear illustrations of ways to monitor, evaluate & improve school-wide literacy curriculum, assessment & instruction with 2-3 in-text APA citations.	5	
The paper is 5-6 pages (double-spaced), with 7-8 citations from the required readings using APA format & free of significant errors.	4	
Total	25 Points	