READ 5306
Literacy Assessment Practicum
School of Education
The University of Texas at Tyler

Course:	**READ 5306-060 (81648)**
Semester & Year:	**Fall 2020**
Location:	**Graduate - Online**
Instructor Information:	**Dr. Gina M. Doepker**
	Associate Professor of Literacy Education
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	(DO NOT ADD 'patriots' to email address.)
Office Hours:	**Physical Office: Due to COVID-19 I will be working from home.**
	Zoom Virtual Office: Mondays 3:00-5:00 or by appointment
	Virtual Office Hours—Tuesdays 7:00-8:00 p.m. (C. Turner)

Important Reminders & Deadlines

First Class Day	August 24, 2020
Fall (Thanksgiving) Break	November 23-28, 2020
Registration for Spring 2021	Starts November 2, 2020
Deadline for Fall 2020 Graduation	October 1, 2020
Final Exam Week	December 8-12, 2020
Last Day to Withdraw from Course	November 2, 2020

Course Description. Field experience focused on addressing the literacy assessment needs of struggling readers and writers in PreK-12 clinical and/or classroom settings. **A field-based practicum is required. https://catalogs.uttyler.edu/2020-2021/Catalog/Courses/READ-Reading-Education/5000/READ-5306**

The content of READ 5306: Literacy Assessment Practicum, offered during Fall semesters, is intricately linked and coordinated with the content of READ 5307: Literacy Instruction Practicum, offered during spring semesters. In READ 5306, you will have opportunities to develop or expand essential literacy assessment and instruction knowledge and skills. In READ 5307, you will engage in a supervised practicum, which will provide you with opportunities to apply what you learned about literacy assessment and instruction by working directly with school-aged children in real-world school settings.

Important Notes Re: Field-Based Practicum Requirements

Our MEd-Reading program places a great deal of emphasis on field-work that enables program graduates to apply knowledge and skills gained in real-world instructional settings. While field-work is emphasized to varying degrees across all courses, it is most evident in READ 5306: *Literacy Assessment Practicum,* READ 5307: *Literacy Instruction Practicum*, and READ 5309: *Foundations of Literacy Coaching*.

Our emphasis of field work is consistent with The Texas Administrative Code, which stipulates that each certificate program provide a minimum of 360 hours (200 coursework and 160 hours of field) for the Reading Specialist[1] certificate. Following these guidelines and consistent with the Texas Examination of Educator Standards (TExES) standards for the preparation of reading teachers and reading specialists we have designed this practicum so that students spend approximately 160 hours engaging in field work that focuses on the identification of reading and writing difficulties using a set of assessments tools, and designing evidence based literacy instruction aimed at addressing these difficulties among struggling readers and writers. The 160 supervised practicum hours required by the Texas Administrative Code are distributed across READ 5306 (Fall semester) and READ 5307 (Spring semester)—See *Practicum Handbook* for more details about the supervised practicum field hours along with guidelines for completing the practicum. Additional field hours required by the program (approximately 60 hours) are completed in partial fulfillment of the requirements for READ 5309: *Foundations of Literacy Coaching* (See READ 5309 Course Syllabus).

Knowledge Base(s) for This Course

This graduate level course builds upon the knowledge base and experiences gained in prior graduate coursework addressing language and literacy issues. The course addresses clinical and classroom aspects of literacy assessment and instruction. Emphasis will be placed on examining the causal factors, which inhibit the students' developmental processes of learning to read and

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[1] Requirements for the preparation of **Reading Specialists** in the State of Texas (Texas Administrative Code, Chapter 239, Subchapter D)
- TAC § 241.10 (b). The Reading Specialist preparation program shall include a field-based practicum whereby candidates must demonstrate proficiency in each of the standards identified in § 42.15 this title.
- TAC 228.35 (b) an educator preparation program shall provide a candidate [for Reading Specialist] with a minimum of 200 clock hours of coursework that is directly aligned to the state standards.
- TAC 228.25 (c) (3) an educator preparation program shall provide a practicum … for a minimum of 160 clock hours [for Reading Specialist]

write, and how an understanding of these factors enables a teacher to develop an effective program of instruction for all students, including those with language and learning challenges.

Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (ILA, 2017; TEA, 2006). ILA standards pertain primarily to Standard 2: *Instructional strategies and curriculum materials* and Standard 3: *Assessment, diagnosis, and evaluation.* TExES Standards pertain primarily to Domain 1: *Instruction and Assessment: Components of literacy*, Domain 3: *Meeting the Needs of Individual Students,* and Domain 4: Professional knowledge and leadership.

Course content is grounded in literacy research, policy, and practice findings (e.g., Bell & McCallum, 2008; Gay, 2000; NICHHD, 2000, Snow, Griffin, & Burns, 2005) that identify the performance criteria demonstrated by effective reading professionals. Course content is further guided by the following state and national standards:

1. *International Literacy Association (ILA, 2017) Standards for the Preparation of Reading Professionals*, with a specific focus on Standard 1. Foundational Knowledge, Standard 2: Curriculum & Instruction, Standard 3. Assessment and Evaluation, Standard 4: Diversity, and Standard 7: Practicum/Clinical Experiences (for specialized literacy professionals only).
2. *Texas Examination of Educator Standards (TExES, 2006) Standards for the Preparation of Reading Specialists and Master Reading Teachers*, with a focus on Standard 2: Instructional strategies and curriculum materials and Standard 3: Assessment, diagnosis, and evaluation.
3. *Texas Educator Standards (2016) Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),* which delineate the performance of educators with a focus on Standard 1: Instructional Planning and Delivery, Standard 3: Content Knowledge and Expertise, and Standard 5: Data-Driven Practice. *Texas State Board for Educator Certification Standards* (TSBECS, 2016).
4. *Texas Prekindergarten Guidelines* (TPG 2015) standards, which delineate elements of success for early learning and development with a focus on skill domains 2 (Language and Communication), 3 (Emergent Literacy Reading), and 4 (Emergent Literacy Writing).
5. *International Society for Technology in Education Standards for Educators* (ISTE) standards, which define the digital age skills and pedagogical insights educators need to teach, work and learn. Focus on standards pertaining to educators as learners, leaders, citizens, collaborators, designers, facilitators, and analysts.
6. *Interstate New Teacher Assessment and Support Consortium* (InTASC) Standards, which delineate the knowledge, skills, and dispositions teachers should possess when beginning their careers. Focus on standards 2 (Learning Differences), 6 (Assessment), and 7 (Planning Instruction).

7. *College and Career Readiness Standards* (CCRS), which define what students should understand and be able to do by the end of each grade. Focus on CCRS-ELA-Literacy standards 1-10.

Student Learning Outcomes (SLOs): Upon successful completion of the requirements of this course, students will be able to:

1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.

2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.

3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices.

4. Develop knowledge and skills in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.

5. Gain knowledge and skills in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.	Course Readings Lectures Analysis of Literacy Assessments Assessment & Instruction Report	Class Participation & Discussions Analysis of Literacy Assessments Assessment & Instruction Report Quizzes Portfolio Artifact	• ILA 1, 2; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 1a, b, c, 5 a, b, c, & 6 a, b, c, d ; InTASC 2, 6, 7; CCRS 1-10.
2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.	Course Readings Lectures Analysis of Literacy Assessments Assessment & Instruction Report	Class Participation & Discussions Analysis of Literacy Assessments Assessment & Instruction Report Quizzes	• ILA 1, 2; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 1a, b, c, 5 a, b, c, & 6 a, b, c, d ; InTASC 2, 6, 7; CCRS 1-10.

3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices.	Course Readings Lectures Analysis of Literacy Assessments	Class Participation & Discussions Analysis of Literacy Assessments Assessment & Instruction Report Quizzes Portfolio Artifact	• ILA 1, 2; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 1a, b, c, 5 a, b, c, & 6 a, b, c, d ; InTASC 2, 6, 7; CCRS 1-10.
4. Develop knowledge and skills in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.	Course Readings Lectures Assessment & Instruction Report	Class Participation & Discussions Analysis of Literacy Assessments Assessment & Instruction Report Quizzes Portfolio Artifact	ILA 1, 2; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 1a, b, c, 5 a, b, c, & 6 a, b, c, d ; InTASC 2, 6, 7; CCRS 1-10.
5. Gain knowledge and skills in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.	Course Readings Lectures Assessment & Instruction Report	Class Participation & Discussions Analysis of Literacy Assessments Assessment & Instruction Report Quizzes Portfolio Artifact	ILA 1, 2; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 1a, b, c, 5 a, b, c, & 6 a, b, c, d ; InTASC 2, 6, 7; CCRS 1-10.

COURSE EVALUATION AND REQUIREMENT DESCRIPTION
Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, projets, and class activities.
The assignments and projects outlined below are designed to contribute in a different, and yet significant way to your knowledge and experiences in assessing and using assessment data to inform instruction for striving readers and writers in clinical and school settings.

   Important Note about Assigned Readings. Each lecture has a set of readings to support the

learning outcomes for that lecture and associated course objectives. The volume of assigned readings will depend on the nature of the topics addressed in each lecture. Some of the readings will be selected from course textbooks; others will be selected from articles and related materials outlined in the reference list. Please note that given the vast amount of information available in the area of K-12 literacy assessment and instruction, I will not have enough class time to "cover" all of the readings assigned. Consequently, I ask that you **COMPLETE ALL ASSIGNED READINGS**, and be prepared to discuss them with classmates via discussion forums. All assigned readings are important for successfully completing class activities, assignments, projects, and quizzes.

1. **Class Participation & Discussions** (20 points or 20% of course grade). Throughout the semester, you will be expected to engage in reading assignments and activities that will help increase your knowledge, skills, and experiences in using assessment data to inform the design, implementation, and evaluation of effective literacy programs for students with diverse needs. As a professional, you should also be actively engaged in your own professional development. The ON YOUR OWN suggestions in the weekly modules will push you to participate in professional development that will support you in becoming a highly qualified literacy professional.

   Active participation entails making sustained and substantive contributions by completing assigned readings, asking critical questions, collaborating with peers, and exploring implications and applications of knowledge gained for your own professional work. Your asynchronous discussion responses will be evaluated on the level of engagement (how thorough and detailed your contributions are), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to peers). The following criteria will be used to evaluate your class participation and engagement.

   - At minimum, you should post one original response and two responses to peers' posts.
   - Original responses should be at least 250 words in length and should present your thoughts in an organized and well-written manner.
   - Responses to peers should be at least 75 words in length and contribute substantively to the conversation.

2. **Project #1: Review & Analysis of Selected Literacy Assessments** (10 points or 10% of course grade). In this assignments, you will have an opportunity to develop expertise in selecting valid and reliable literacy assessments (e.g., informal, norm-referenced, criterion-referenced tests) to help you identify the literacy strengths and needs of diverse students in your classrooms. To this end, your tasks include:
   a. Selecting three assessment tools or instruments including an Informal Reading, Writing, or Spelling Inventory (e.g., Qualitative Reading Inventory, Ganske's Developmental Spelling Analysis, Other), a Criterion-Referenced Reading test (e.g., STAAR, MAP, other), and a Norm-Referenced Reading or Writing test (e.g., Dyslexia Early Screening Test, Gates-MacGinite, G.R.A.D.E., Other).
   b. Conducting a thorough review of each of the assessment tools selected.
   c. Writing a review of the assessment tools selected summarizing your findings.

I will provide you with step-by step guidance in selecting, reviewing, and writing this report.

Project #2: Literacy Assessment and Instruction Report - Using Assessment to Inform Instruction Field-Based Project (40 points or 40% of course grade). This field-based assignment (Approximately 40 field-work hours) is designed to engage you in field work that will help prepare you to participate in the supervised practicum to be completed in READ 5307 in the spring semester. By completing this assignment, you will have an opportunity to develop or expand expertise in identifying students' literacy strengths and needs and using information obtained to design literacy interventions aimed at addressing the needs identified in clinical and classroom settings.

As you begin to think about the student(s) that you will work with this semester for the assessment practicum, it would be best to choose a student that you can work with this semester as well as for the instructional practicum in READ 5307. For READ 5307 instructional practicum the student AND mentor teacher must be in a TEA accredited school. Per TEA rules, you will have to complete your READ 5307 Practicum in an Texas Accredited school setting. You can do this after school, like an after/school tutorial, but in order for you to become a certified reading specialist, you must adhere to the rules. The student(s) identified for the READ 5306 assessments could be student(s) enrolled in your classroom-just make sure you have permission to complete the assessments from the child's parents, guardians, or school principal. Also make sure and assess student(s) that are not considered transient. That will cause a problem for you next semester if the student(s) have moved away. Your specific tasks are as follows:

a. Identify a child (or a small group of K-12 children) underperforming in the areas of reading and/or writing.
b. Administer a set of informal and formal assessment measures to determine literacy strengths and needs. Assessments would ideally be collected from multiple sources including (a) administration of specific assessments directly to the child (e.g., an informal reading inventory, an attitude survey, and a developmental spelling test); (b) obtaining archival assessment data from school records (e.g., MAP results, other assessments); and soliciting informal assessments from the child's parents and/or teachers (e.g., interest surveys, parent and/or teacher interviews).
c. Analyze and interpret the assessment data obtained with the goal of diagnosing students' literacy strengths and needs.
d. Use the findings obtained from the assessment measures used to develop a draft of an evidence-based literacy intervention (e.g., over a period of 12-weeks, 60 minutes a day, 2-3 times per week) aimed at addressing the literacy needs identified.
e. Prepare a Literacy Assessment and Instruction report describing the work accomplished (e.g., student profile, assessments used, interpretation of assessment results, literacy intervention proposed), and reflecting on your professional learning and growth as a result of completing this project.

I will guide you step by step in planning for, completing, and writing a 5-7 single-space page report for this project, which will help set the stage for the field work you will complete in READ 5307: Literacy Instruction Practicum, during the spring semester.

The criteria for evaluating the Literacy Assessment and Instruction report will focus on the extent to which you have (a) effectively conducted and used assessment data to inform literacy instruction, (b) designed an effective intervention program to address the needs of your student(s), and (c) reflected on your professional learning and growth, and (d) produced a well written report that showcases your literacy assessment and instruction expertise (see attached project evaluation rubric.)

3. **Exams and Quizzes** (25 points or 25% of course grade). There will be three scheduled exams/quizzes covering content addressed in lectures, discussions, and assigned readings. The content of exams/quizzes, which will consist of a mix of objective and/or constructed response answers, is designed to probe your level of preparedness in assessing and teaching K-12 students having difficulty in reading and/or writing in clinical and/or classroom settings. Students who miss exams/quizzes will not be able to schedule retakes without legitimate documentation.

4. **Program Portfolio Artifact (QEP) (5 points)**

   Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select a national standard AND a state standard about which this artifact is evidence of your mastery; (3) write your rationale for including this artifact to serve as professional evidence; and (4) write your reflection on ways in which the creation of this artifact stimulated within you a set of experiences the outcome of which is your own learning/change of mind/deeper understanding that is centered on the national and state standards for literacy professionals and leaders.

   Main Tasks: Your task is to first complete the major assignments for this course. Second, you will select one or more of those assignments as artifactual evidence of your standards-based professional growth. Third, you select standards that your work exemplifies. Fourth, you will substantively write both a rationale for inclusion and a reflection on your own learning related to the artifact and the chosen standards. Expect to write a four to six sentence paragraph for each. You will submit the already-graded artifact and, on a separate Word document, the standards and written work required. You can expect instructor feedback and a grade on this assignment. At the conclusion of the course, it is expected that you will incorporate any feedback you receive and improve your rationale and/or reflection and that you will insert the artifact and your writing into your ongoing Wix portfolio.

Evaluation and Grading Guidelines and Criteria: All written work should be typed (single-spaced, using 12 pt. New Times Roman font, one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. Use APA style when citing references used in your work. The criteria for determining your final grade are outlined below.

<mark>*Last day to Withdraw from Course: Monday, November 2*</mark>

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Class Participation & Discussions	20%	20 points	Ongoing
2. P1: Analysis of Literacy Assessments	10%	10 points	Week 7
3. P2: Assessment & Instruction Report	40%	40 points	Final Week
4. Quizzes	25%	25 points	5th, 10th, 15th Weeks
5. Portfolio Artifact	5%	5 points	Final Week
Totals	100%	100 points	

Performance Standards

Points	Percent	Grade	Standard
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66-74	66%	D	Below Average
00-65	65% or Below	F	Unsatisfactory

F. Required Texts and Materials:

1. Reutzel, R., & Cooter, R. (2019). *Strategies for Reading Assessment & Instruction: Helping Every Child Succeed (6th ed.).* Boston, MA: Pearson Education.
   AMAZON BOOK ORDER

2. Leslie, L. & Caldwell, J. (2017). *Qualitative Reading Inventory – 6*. Boston: Pearson.
   AMAZON BOOK ORDER

Recommended Texts—Select one or more depending on your needs and interests

Fuhrken, C. (2012). *What every elementary teacher needs to know about reading tests*. Portland, ME: Stenhouse.

Fuhrken, C. (2012). *What every middle school teacher needs to know about reading tests*. Portland, ME: Stenhouse.

Leslie, L. & Caldwell, J. (2013). *Intervention strategies to follow Informal Reading Inventory assessments: What do I do now*? Boston: Pearson.

Shanker, J., & Cockrum, W. (2013). *Ekwall/Shanker Reading Inventory (6th ed.)*. Boston: Pearson.

Additional readings to supplement course content will be selected from the following literacy journals and related professional organizations (see references attached at the end of the syllabus).

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.* ***The same textbook may also be available from an independent retailer, including an online retailer.***

Course Alignment:

Learning Outcomes	Course Topics Lectures	Readings & Projects
1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.	**Lecture** Introduction & Course Overview **Lecture** Response to Intervention: Differentiating reading instruction for all readers. **Lecture** Using Informal Reading Inventories to assess literacy strengths & needs.	**Reutzel & Cooter (2020)—** Chapter 1: Strategic Reading Instruction Chapter 2: Response to Intervention (RTI): Differentiating Reading Instruction for All Readers Class Participation & Engagement Analysis of Literacy Assessments Assessment & Instruction Report Portfolio Artifact
2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.	**Lecture** Identifying Students' Literacy Strenths & Needs **Lecture** Making Sense of Literacy Assessment Data and Using insights Gained to Informa Instruction **Lecture** Assessing & Teaching Reading fluency.	Chapter 3: Oral Language and Listening: The Foundation of Literacy Chapter 4: Early Literacy Skills: Phonological and Phonemic Awareness, Letter Name Knowledge, and Concepts about Print Chapter 5: Phonics, Decoding, and Word Recognition Skills Chapter 6: Reading Fluency Chapter 7: Reading Vocabulary

		Chapter 8: Reading Comprehension: Narrative Texts Chapter 9: Reading Comprehension: Informational Texts Class Participation & Engagement Analysis of Literacy Assessments Assessment & Instruction Report Portfolio Artifact
3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices	**Lecture** Designing, Implementing, and Evaluating Literacy Interventions for Underachieving Readers	Class Participation & Engagement Analysis of Literacy Assessments Portfolio Artifact
4. Develop knowledge and skills in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.	**Lecture** Selecting & Using Evidence-Based Literacy Interventions for Underachieving k-3 Readers **Lecture** Selecting & Using Evidence-Based Literacy Interventions for Underachieving Students in Upper Elementary, Middle, and Secondary Grades.	Chapter 10: Extending Our Reach: Summer Learning Loss, Family Involvement, and Professional Learning Communities Class Participation & Engagement Assessment & Instruction Report Portfolio Artifact
5. Develop knowledge and skills in communicating literacy assessment	**Lecture** Writing Literacy Assessment & Instruction Reports.	Class Participation & Engagement Assessment & Instruction Report

and instruction results to students, parents, school administrators, and the public.		Portfolio Artifact

READ 5306-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule FALL 2020

Topical Outline & Schedule: The following *tentative course calendar is subject to change* due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

WEEK # MODULE # Begin Date	Activities and Assignments	DUE DATE
	Important: *The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice will be given to students for any such changes.* **START of WEEK:** For READ 5306, the start of each week is Monday. This means that materials and the lecture should be posted by Midnight (12:00 a.m.) on each Monday. **END of WEEK:** All your work is due BY Sunday nights at 11:59pm. This means that each week's work must be completed and turned in by Sunday night by 11:59pm. It is up to you to organize your time and assignments to accomplish this. **EXCEPTION:** Week 15 – Last week of Fall 2020 – see below.	
Week 1 Module 1 M 8/24	*Module Focus: Course Overview* **READ**: - Reutzel & Cooter – Chapter 1: *Strategic Reading Instruction* **LECTURE NOTES:** - Course Overview **ASSIGNMENTS:** - FlipGrid Meet & Greet - READ 5306 Course Information Sheet	**8/30/20 11:59 pm**
Week 2 Module 2 M 8/31	*Module Focus: Response to Intervention* **READ**:	**9/6/20 11:59 pm**

	- Reutzel & Cooter – Chapter 2: *Response to Intervention (RTI) – Differentiating Reading Instruction for All Readers* - Reutzel & Cooter – Chapter 3: *Oral Language and Listening: The Foundation of Literacy* **LECTURE NOTES:** - Response to Intervention: Differentiaing reading instruction for all readers **ASSIGNMENTS:** - **ON YOUR OWN:** Join and participate in a professional blog regarding RtI (e.g. http://www.rtinetwork.org/rti-blog).	
Week 3 **Module 3** **M 9/7**	*Module Focus: Assessing and Teaching Early Literacy Skills* **READ**: - Reutzel & Cooter – Chapter 4: *Early Literacy Skills: Phonological and Phonemic Awaress, Letter Name Knowledge, and Concepts about Print* - Reutzel & Cooter – Chapter 5: *Phonics, Decoding and Word Recognition Skills* **VIEW WEBINAR:** - Assessing Oral Language Development and Early Literacy **VIEW:** - Running Record Assessment with a 6-Year-Old Boy - Running Record Analysis **ASSIGNMENTS:** - **ON YOU OWN**: Practice taking and analyzing a running record, (The more you practice the better you will get.)	**9/13/20** **11:59 pm**
Week 4 **Module 4** **M 9/14**	*Module Focus: Assessing & Teaching Reading Fluency & Vocabulary* **READ**: - Reutzel & Cooter – Chapter 6: *Reading Fluency* - Samuel (1979). T*he Method of Repeated Reading* - Reutzel & Cooter – Chapter 7: *Reading Vocabulary* **VIEW:** - Repeated Reading Method	**9/20/20** **11:59 pm**

	LECTURE NOTES: - Assessing & Teaching Reading Fluency **ASSIGNMENTS:** - Discussion – The Method of Repeated Reading	
Week 5 **Module 5** **M 9/21**	**Module Focus:** *Assessing & Teaching Reading Comprehension* **READ**: - Reutzel & Cooter – Chapter 8: *Reading Comprehension: Narrative Texts* - Reutzel & Cooter – Chapter 9: *Teaching with Informatioal Texts* **LECTURE NOTES:** **ASSIGNMENTS:** - Quiz #1 – Reutzel & Cooter Chapters 3-9	**9/27/20** **11:59 pm**
Week 6 **Module 6** **M 9/28**	**Module Focus:** *Informal Reading Inventories (IRIs)* **READ**: - *Qualitative Reading Inventory-6*: Sections 1-10 - Nilsson, N. L. (2008). *A critical analysis of eight IRIs.* **LECTURE NOTES:** - Using Informal Reading Inventories (IRIs) to Assess Students' Reading Strengths & Needs **VIEW:** - QRI-6: Finding Oral Reading Accuracy Levels - QRI-6: Finding Oral and Listening Coprehension Levels - QRI-6: Fluency **ASSIGNMENTS:** - QRI-6 Summary Results o Choose two additional assessment + rationale	**10/4/20** **11:59 pm**
Week 7 **Module 7** **M 10/5**	**Module Focus:** *Literacy Assessments* **READ**: - Read/Review ALL ASSESSMENTS linked in module 7 **LECTURE NOTES:**	**10/11/20** **11:59 pm**

	ASSIGNMENTS: - Project #1: Review and Analysis of Selected Literacy Assessments	

Week 8
Module 8
M 10/12
	Module Focus: *Identifying Students' Literacy Strengths & Needs*
	
	READ:
	- Mokhtari, K., Niederhauser, N., Beschorner, B., & Edwards, P. (20110) *F.A.D.: A Basic Procedure for Filtering, Analyzing, and Diagnosing Students' Reading & Writing Difficulties.*
	
	LECTURE NOTES:
	- Identifying Students' Literacy Strenghts & Needs
	
	ASSIGNMENTS:
	- Making Sense of Literacy Assessment Data and Using Insights Gained to Inform Instruction
	    o Sample Data-LP
	
	- Gentry's 'Monster Spelling' Test Summary Results
	
	- Midterm Conference with Course Instructors
	    o Be ready to identify desired mentor teacher for READ 5307 field experience during spring semester.
		10/18/20
		11:59 pm

Week 9 **Module 9** **M 10/19**	*Module Focus:* *Literacy Assessment Data* **READ**: - Mokhtari, Hutchinson, & Edwards (2010). *Organizing instruction for struggling readers.* - Reutzel, & Clark (2011). *Organizing classroom instruction* **LECTURE NOTES:** - Making Sense of Literacy Assessment Data and Using Insights Gained to Inform Instruction **ASSIGNMENTS:** - Discussion – How many students and schools actually make a year and a half of growth during a year?	**10/25/20** **11:59 pm**
Week 10 **Module 10** **M 10/26**	*Module Focus:* *Designing, Implementing, and Evaluating Interventions* **READ**: - Texts for Dyslexia and Language Disorders - Farrall & Ashby: The Role of Assessment in Structure Literacy	**11/1/20** **11:59 pm**

	- [Fountas & Pinnell Leveled Books Website](#)
	
	LECTURE NOTES:
	- Designing, Implementing, and Evaluating Literacy Interventions for Underachieving Readers
	
	ASSIGNMENTS:
	- Quiz #2:
	     o Part 1: Response to Intevention (RtI)
	     o Part 2: Informal Reading Inventories (IRI)
	
	- Project #2: Literacy Assessment and Instruction Report part A – Identify a child (or a small group of K-12 children) underperforming in the areas of reading and/or writing.	

Week 11 **Module 11** **M 11/2** <mark>**LAST DAY TO WITHDRAW**</mark>	*Module Focus: Literacy Interventions Part 1: Evidence-Based Literacy Interventions for Grades K-3* **READ**: - [Leveled Literacy Intervention (LLI)](#) - [WWC Intervention Report: Leveled Literacy Intervention](#) **LECTURE NOTES:** - Selecting & Using Evidence-Based Literacy Interventions for Underachieving k-3 Readers **ASSIGNMENTS:** - Discussion – Taking a closer look at the LLI system Interventions - Project #2: Literacy Assessment and Instruction Report part B - Administer a set of informal and formal assessment measures to determine literacy strengths and needs. (See project details on page 7 above.)	**11/8/20** **11:59 pm**
Week 12 **Module 12** **M 11/9**	*Module Focus: Literacy Interventions Part 2: Evidence-Based Literacy Interventions for Upper Elementary, Middle, and Secondary Grades* **READ**: - [Mokhtari, & Velten (2015). *Strengthening academic vocabulary*](#) - [Word Generation](#) - [WordGen WEEKLY](#) - [Word Generation Units](#)	**11/15/20** **11:59 pm**

	- [Word Generation Sample Unit 5.01: Where Do I Belong?](#) **LECTURE NOTES:** - Selecting & Using Evidence-Based Literacy Interventions for Underachieving Studens in Upper Elementary, Middle, and Secondary Grades **ASSIGNMENTS:** - Discussion – What is Word Generation and how does it work? What does it take to implement Word Generation in my classroom or school? - Project #2: Literacy Assessment and Instruction Report part C - Analyze and interpret the assessment data obtained with the goal of diagnosing students' literacy strengths and needs.	
Week 13 **Module 13** **M 11/16**	*Module Focus: Literacy Assessment and Instruction Report* **READ**: **LECTURE NOTES:** - Organizing & Writing Literacy Assessment & Instruction Field Simulation Reports **ASSIGNMENTS:** - Project #2: Literacy Assessment and Instruction Report part D - Use the findings obtained from the assessment measures used to develop a draft of an evidence-based literacy intervention (e.g., over a period of 12-weeks, 60 minutes a day, 2-3 times per week) aimed at addressing the literacy needs identified. - Project #2: Share Literacy Assessment and Instruction Report DRAFT with course instructors.	**11/22/20** **11:59 pm**
WEEK 14 **NO MODULE** **M 11/23**	HAPPY THANKSGIVING Continue to work on your Assessment & Instruction Report	
Week 15 **Module 15** **M 11/30**	*Module Focus: Literacy Assessment and Instruction Report* **READ**: - Reutzel & Cooter – Chapter 10: *Extending our Reach: Summer Learning Loss, Family Involvement, and Professional Learning Communities* **LECTURE NOTES:** **ASSIGNMENTS:**	**12/6/20** **11:59 pm**

	- Project #2: Literacy Assessment and Instruction Report part E - Prepare a Literacy Assessment and Instruction report describing the work accomplished (e.g., student profile, assessments used, interpretation of assessment results, literacy intervention proposed), and reflecting on your professional learning and growth as a result of completing this project.	

Week 16 LAST WEEK Module 16 12/7	*Module Focus: Literacy Assessment and Instruction Report*
	
	READ:
	
	LECTURE NOTES:
	
	ASSIGNMENTS:
	- Project #2: Literacy Assessment and Instruction Report FINAL DRAFT
	
	- Quiz #3:
	    ○ Part 1: Organizing Instruction for Underachieving Readers
	    ○ Part 2: Selecting, Implementing, & Evaluating Literacy Interventions
	
	- Portfolio Artifact:
	    • First, complete the major assignments for this course.
	    • Second, you will select one or more of those assignments as artifactual evidence of your standards-based professional growth.
	    • Third, you will select ILA and TExES standards that your work exemplifies.
	    • Fourth, you will substantively write both a rationale for inclusion and a reflection on your own learning related to the artifact and the chosen standards.
		12/9/20 11:59 pm

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UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.

Use of Assessment to Inform Instruction
Project Evaluation Rubric
(Total Points = 40)

Criteria/ Category	Exceeds Expectations (A)	Meets Expectations (B)	Needs Improvements (C)	Does Not Meet Expectations (D)	Points (Grade)
Introduction & Student Profile Description (5)	Critical information regarding the project and student profile are *expertly* described and presented.	Critical information regarding the project and student profile are *adequately described* and presented.	Critical information regarding the project and student profile are *poorly* described and presented.	Critical information regarding the project and student profile *ineffectively* described and presented.	
Assessment of Student Strengths & Needs (15)	Assessment data obtained are *expertly* analyzed, interpreted, and used to inform instruction for target student.	Assessment data obtained are *adequately* analyzed, interpreted, and used to inform instruction for target student.	Assessment data obtained are *poorly* analyzed, interpreted, and used to inform instruction for target student.	Assessment data obtained are *ineffectively* analyzed, interpreted, and used to inform instruction for target student.	
Design of Instruction to Enhance Student Achievement (15)	Instructional plan is *expertly* designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	Instructional plan is *adequately* designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	Instructional plan is *poorly* designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	Instructional plan is *ineffectively* designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	
Writing Quality & Presentation (5)	Report is e*xpertly* organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	Report is *adequately* organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	Report is *poorly* organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	Report is *ineffectively* organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	
Total Points					

Comments:_____

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