

ST. PETERSBURG COLLEGE  
COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

Diagnosis & Intervention in Reading, K-12

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

<b>Course Prefix:</b>	RED 4519
<b>Section #:</b>	2840
<b>Credit Hours:</b>	3
<b>Co-requisites:</b>	
<b>Pre-requisites:</b>	Admission to Elementary Education with Infused ESOL and Reading BS or Exceptional Student Education with Infused ESOL and Reading BS; and RED 3309 and RED 4511

<b>Day, Time and Campus:</b>	Online	Online	Online
<b>Modality:</b>	Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.		
<b>Professor:</b>	Cher N. Gauweiler, Ph.D.		
<b>Office Hours:</b>	As posted on instructor website at: <a href="https://web.spcollege.edu/instructors/id/gauweiler.cher">https://web.spcollege.edu/instructors/id/gauweiler.cher</a>	Click here to enter text.	
<b>Office Location:</b>	Tarpon Springs	BB 106	
<b>Office Phone:</b>	(727) 712-5420		
<b>Email Address:</b>	<a href="mailto:gauweiler.cher@spcollege.edu">gauweiler.cher@spcollege.edu</a> or through MyCourses (preferred)		

**ACADEMIC DEPARTMENT: College of Education**

<b>Dean:</b>	Kimberly Hartman, Ph.D.	
<b>Office Location &amp; Number:</b>	Tarpon Springs	BB 101

**I. COURSE DESCRIPTION**

This course focuses on the knowledge and application of qualitative and quantitative reading assessments in the K-12 classroom. Preservice teachers will conduct case studies on students with reading difficulties in order to demonstrate their ability to interpret pre-existing data reports, to select and administer appropriate assessments, and to analyze data to inform reading instruction. By engaging in a systematic problem-solving process, they will identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. A major emphasis of the course is on diagnosis of reading problems, administration of the assessments, evaluation of results, and planning interventions within a Multi-Tiered System of Support framework. Lecture, discussion, simulated assessment practice, and a diagnostic case study constitute various course activities. This course includes 20 school-based hours of participation/observation of reading in an educational setting.

## **II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**

1. The preservice teacher will analyze assessments and evaluations in reading by:
  - a. defining terminology related to assessment and evaluation, including test reliability, validity, standard error of measurement, and the types of scoring from standardized reading tests.
  - b. discussing the advantages and disadvantages of formal and informal assessment.
  - c. applying knowledge of the characteristics, administration, and interpretation of qualitative and quantitative reading assessments, including how to triangulate data and plan instruction.
  - d. describing the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
2. The preservice teacher will determine the roles of literacy assessments within an effective instructional model by:
  - a. discussing how assessment relates to the literacy process and all elements of reading, writing, and spelling instruction and development.
  - b. describing the impact assessment has on instruction within a classroom with a typical range of student achievement.
  - c. identifying the impact that assessment has on instruction for students who have reading difficulties.
  - d. articulating the importance assessment plays in informing families of their child's development.
  - e. describing the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
3. The preservice teacher will evaluate the purposes and uses of specific types of assessments (e.g., screening, diagnostic, progress-monitoring, and outcome) by:
  - a. distinguishing assessments that are appropriate for various developmental levels of reading (emergent, early, fluent, and mature readers).
  - b. assessing the reading strengths and diagnostic needs for all students, including trend data that indicates adequate progress in reading development.
  - c. matching assessments to the purpose and intended audience.
  - d. administering appropriate assessments to address individual students' needs, including those with dyslexia and students who have a substantial deficiency in reading.
4. The preservice teacher will plan classroom literacy instruction and interventions that integrates the role of ongoing assessments and evaluations by:
  - a. analyzing and summarizing data from various assessments administered to students, including diagnostic test results administered by psychologists, speech-language professionals, and educational evaluators.
  - b. determining grouping patterns and instructional modes for instruction based on assessment data within a Multi-Tiered System of Support model.
  - c. adapting instruction based on collection, analysis, and interpretation of data including identification of materials and instructional strategies appropriate strategies for diverse learners.
  - d. documenting and using data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia.
  - e. reviewing assessment results with caregivers and families and sharing strategies for supporting reading development for students.
5. The preservice teacher will plan differentiated instruction and interventions to remediate and accelerate literacy for a diverse population by:
  - a. analyzing and evaluating assessment data on students with varying literacy challenges, including English Learners.
  - b. determining multimodal interventions appropriate for various literacy problems (e.g., students with special needs, such as dyslexia; challenged emergent readers; older struggling readers).
  - c. interpreting language-appropriate assessments in reading to students who are English learners and making modifications as needed.

- d. evaluating appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in reading.
6. The preservice teacher will recognize various ways technology is used to enhance reading assessment, evaluation, and instruction by:
  - a. identifying technology-based resources for assessment of reading.
  - b. reviewing computer assisted reading and writing instructional programs for emergent, early, fluent, and mature readers.
  - c. explaining methods for collecting, sorting, and evaluating data using software programs.

### III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

#### A. Required Textbooks

<b>Textbook(s)</b>	<u>Required:</u> Johns, J. (2017) <i>Basic Reading Inventory (w/CD)</i> , 12 <sup>th</sup> Edition.
<b>Anthology Portfolio</b>	Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor's degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students.

#### B. Supplemental Material

<u>Resources:</u> Available in MyCourses
Library: <a href="http://www.spcollege.edu/libraries/">http://www.spcollege.edu/libraries/</a>

#### C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MyCourses continuously to assure all current content for class has been accessed.
All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable.

### IV. COURSE REQUIREMENTS & EXPECTATIONS

#### A. School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements

This course requires **20** hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

#### B. ALL Course Assignments

1. **Stages of Reading Development:** Cooperative groups will present the different stages of reading development (emergent, beginning, fluent, and mature), citing the general characteristics and acquisition stage (elementary, intermediate, secondary level) of each stage and problems that could occur at each level. **(10 points)**
2. **Admission Tickets:** For designated class sessions, students will respond to questions on course readings. **(5 activities @ 5 points each = 25 points)**
3. **Discussion Forums:** For designated class sessions, students will respond to posts on module topics. **(3 posts @ 5 points each = 15 points)**

4. **Trend Data:** Students will review trend data from the NAEP report card and data from the state of Florida. Cooperative groups will be given a local district (ex: fourth or eighth grade level) and analyze changes over time. Each group will give a summary noting any progress. Students will write a summary noting any progress/or areas of improvement needed. **(10 points)**
5. **Chart of Formal and Informal Assessments:** Students will create a chart with descriptions of formal and informal assessments for K-12 diverse learners in oral language, vocabulary, fluency, phonological awareness, phonics, and comprehension. **(10 points)**
6. **Yearly Monitoring Report:** Students will develop a yearly plan noting the informal formative assessments they would conduct over the year in their classroom. This plan may include running records, writing assessments, anecdotal observations, and interest inventories. Students will write how often they would conduct these assessments each month across the school-year. **(10 points)**
7. **Midterm:** Content will include measurement concepts, norm referenced and criterion referenced assessment, reliability and validity, and scoring for quantitative and qualitative assessments. **(100 points)**
8. **Informal Reading Inventory Assessment K-12:** Conduct an informal reading on a student. Analyze miscues, comprehension (retell analysis) and fluency. Write an analysis noting the learner's background, strengths and areas of concern from the data and reader's level of reading. Include a plan of action for future instruction. **(25 points)**
9. **Chart for Small Group Differentiated Instruction:** Students will be given a mock classroom data case of informal reading scores. Collaborative groups will analyze the data to design small guided reading groups based on the data for all of the students with justifications for remediation, reinforcement, and enrichment for more proficient readers. **(UDL 2.4) (10 points)**
10. **Legal Issues Related to Students with Special Exceptional Needs:** Students will be provided with a mock IEP and a mock 504 plan that addresses disabilities in reading. Working in small groups, the students will write what accommodations should be made. **(10 points)**
11. **ESOL Project:** Instructor will provide data from an alternative and adapted ESOL literacy assessment. Plan a course of action for the English Language Learner's progress in literacy. Then, adapt an existing literacy assessment for the student based on his/her needs. **(10 points)**
12. **English Language Learners and Standardized Testing:** Review the research on English Language Learners and high-stakes testing. Analyze passages from the statewide achievement tests. Discuss appropriate accommodations for students at various levels of proficiency. **(10 points)**
13. **Diagnostic Reading Oral Defense:** Collect a range of pre-existing data (formal – statewide and district tests, etc.) and informal test results (data collected from CCT) on one struggling reader from the five students that were observed. Summarize the norm-referenced, criterion-referenced and/or diagnostic test scores from the data. Then administer the Basic Reading Inventory (Johns, 2017). Synthesize the data and post your summary to the discussion forum. **(5 points)**
14. **Portfolio Notebook:** Students will apply the principles of research-based reading instruction and assessment for diverse learners K-12. Students will integrate the six components of reading and select assessments in a portfolio notebook. They will complete the following:
  - a) Select a grade level.
  - b) Divide the notebook into sections of the six components of the reading process.
  - c) Within each section write a narrative explaining: the activity, alignment with the current ELA standards implemented in Florida, how the activity could be assessed formatively with multisensory strategies, intervention strategies that could be used with students who have difficulties in each of the six components using a variety of text formats. **(100 points)**

15. **Five Struggling Readers Project/Psychological Variables to Differentiate Reading:** Students will read and discuss socio-cultural, socio-political and psychological variables to differentiate reading for students. In the practicum classroom, the student will review all of the progress monitoring and cumulative folders and select five students who struggle in their reading. Include background information about the student from your Cooperating Classroom Teacher’s perspective and your perspective. Summarize the pre-existing data. Conduct two anecdotal observations. Write a plan of action for instructions based on the data. **(UDL 2.4) (50 points)**
16. **Diagnostic Reading Report:** Choose one struggling reader from the five you have observed. Create a diagnostic report with the following information:
- Interpret norm scores, criterion reference scores and diagnostic scores from the extant data (formal – state testing results, IEP and informal test results DRA, Common Assessments) and summarize the information.
  - Administer the Basic Reading Inventory (Johns, 2017).
  - Summarize the diagnostic assessment scores conducted with the struggling reader K-12.
  - Integrate affective data on the student from the Motivation to Read interview.
  - Synthesize anecdotal observations with all data.
  - Explain two intervention sessions implemented.
  - Evaluate the intervention sessions and write a plan of action for future lessons.
  - Include a letter to the parent/guardian that shares the information from the report **(100 points)**
17. **Final Exam:** Written exam comprised of questions reflecting the candidates’ understanding of using formal and informal assessment of the six components of reading as a process for students in grades K-12. Noting assessment of all diver learners including readers with varying struggles in their reading. **(100 points)**
18. **Record of Hours:** Students must submit verification of 20 School-Based Hours using the COE form by the designated due date to successfully pass this course.

**TOTAL POINTS: 600**

**UCC Assignments:** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course. Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*

*If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see [BOT Rule 6Hx23-4.72](#) for consequences.*

*Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.*

***For courses with lesson planning:***

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.” It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea **in your own words** with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

**C. Assignment Late Policy**

Because assignments are posted at least two weeks in advance, there are no late assignments submissions. If there are extenuating circumstances such as a medical emergency, students must contact the instructor prior to the due date for an extension.

**V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**

**A. COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPI2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

**B. SPC SYLLABUS STATEMENTS**

<http://www.spcollege.edu/addendum/>

*Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.*

*If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.*

**VI. CALENDAR AND TOPICAL OUTLINE\* Subject to change at professor's discretion**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

Weeks/Dates	Activities/Topics	Homework/Reading Assignments DUE
1 & 2  8/14-8/25	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review syllabus and course expectations</li> <li>• Affective interest inventories/Reading interviews</li> <li>• Defining the terms</li> <li>• Motivation/engagement</li> </ul>	<p>Review Syllabus and course information</p> <p><b>Introductory post by Sun., 8/20, 11:30 p.m.</b></p> <p><b>Stages of Reading Development by Wed., 8/30, 11:30 p.m.</b></p>
3 & 4  8/28-9/8  <i>College Closed Monday, 9/4 for Labor Day</i>	<ul style="list-style-type: none"> <li>• Introducing Quantitative/External assessments</li> <li>• Diagnostic testing</li> <li>• Understanding Standardized Test Scores/Testing Formats</li> <li>• Response to Intervention/MTSS – Multi-Tiered Support Systems</li> <li>• Issues with reliability and validity</li> </ul>	<p>Read assigned chapter in MyCourses</p> <p><b>Admission Ticket #1 by 9/6, 11:30 p.m.</b></p> <p><b>Trend Data by 9/13, 11:30 p.m.</b></p>

	<ul style="list-style-type: none"> <li>• A Closer Look at B.E.S.T. Standards</li> </ul>	
<p>5 &amp; 6</p> <p>9/11-9/22</p>	<ul style="list-style-type: none"> <li>• Introduction to</li> <li>• Qualitative/informal/internal assessments</li> <li>• Conducting anecdotal records/observation</li> </ul>	<p>Read assigned chapter in MyCourses</p> <p>Admission Ticket #2 by 9/20, 11:30 p.m.</p> <p>Chart of Formal and Informal Assessments by 9/27, 11:30 p.m.</p>
<p>7</p> <p>9/25-9/29</p>	<ul style="list-style-type: none"> <li>• RED 3309 Revisited – assessing early readers</li> <li>• Assessing phonological awareness/phonics/oral language/writing</li> <li>• Introducing the BRI</li> </ul>	<p>Read assigned chapter in MyCourses</p> <p>Admission Ticket #3, Yearly Monitoring Plan for Reading Progress, AND Discussion Post #3 DUE by 10/4, 11:30 p.m.</p>
<p>8</p> <p>10/2-10/6</p>	<ul style="list-style-type: none"> <li>• Midterm</li> </ul>	<p>Midterm by 10/11, 11:30 p.m.</p>
<p>9 &amp; 10</p> <p>10/9-10/20</p>	<ul style="list-style-type: none"> <li>• IRI's/Reading Levels</li> <li>• Basic Reading Inventory Introduction</li> <li>• Administering the BRI</li> </ul>	<p>Five Struggling Readers Project by 10/18, 11:30 p.m.</p> <p>Informal Reading Inventory Assessment by 10/25, 11:30 p.m.</p>
<p>11</p> <p>10/23-10/24</p>	<ul style="list-style-type: none"> <li>• Assessing Fluency</li> </ul>	<p>Readings available on MyCourses</p> <p>Admission Ticket #4 by 11/1, 11:30 p.m.</p>
<p>12</p> <p>10/30-11/3</p> <p><i>College Closed 10/31 for Discovery Day</i></p>	<ul style="list-style-type: none"> <li>• Interventions</li> <li>• Working with ESE Students</li> </ul>	<p>Chart for Small Group Differentiated Instruction AND</p> <p>Legal Issues Related to Students with Special Needs by 11/8, 11:30 p.m.</p>
<p>13</p> <p>11/6-11/10</p> <p><i>College Closed 11/10 for Veteran's Day</i></p>	<ul style="list-style-type: none"> <li>• ESOL</li> <li>• Assessing writing (including spelling)</li> </ul>	<p>ESOL Project AND</p> <p>Portfolio Notebook by 11/15, 11:30 p.m.</p>

<p>14</p> <p>11/13-11/17</p>	<ul style="list-style-type: none"> <li>Assessing ELLs – authentic assessments and potential for cultural bias</li> </ul>	<p>Readings available in MyCourses</p> <p>Admission Ticket #5 AND English Language Learners and Standardized Testing by 11/29, 11:30 p.m.</p>
<p>15</p> <p>11/20-11/24</p> <p><i>College Closed for Thanksgiving Break</i></p>		
<p>16</p> <p>11/27-12/1</p>	<ul style="list-style-type: none"> <li>Defense Presentations</li> <li>Synthesis</li> </ul>	<p>Diagnostic Reading Report AND Record of Hours</p> <p>AND Diagnostic Reading Oral Defense Discussion by Sun., 12/3, 11:30 p.m.</p>
<p>17</p> <p>12/4-12/8</p>	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>	<p>Final Exam by Tues., 12/6, 11:30 p.m.</p>

**VII. Uniform Core Curriculum / Program Learning Objectives Assignments**

[UCC Tables for Active Courses.xlsx](#)

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): 2.4.