CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dr. Erin Harrel, Discipline Chair of Education
PRESENTER: **Dr. Erin Harrel**
DATE: **April 9, 2009**

Is the course being offered first as an experimental course? ☐ yes ☒ no

Course Name, including prefix and number: **RED 4519 Diagnosis and Intervention in Reading**

Verified with VPAA office? ☒ yes ☐ no

Class credits: 3   Lab credits: Combined lab & class credits:

Chose one: ☒ Degree core requirement ☐ Elective ☐ General education

Repeatable for duplicate credit? (i.e., applied music courses) ☐ yes ☒ no

Prerequisites: RED 4012 and admission into the Bachelor of Science in Education program or special permission from the Associate Dean of Baccalaureate Programs.

Classification: ☐ AA   ☐ PSV   ☐ PSAV   ☐ BAS   ☒ BS

ICS Code: Banner Major Code:

Major Restriction? ☒ yes ☐ no (meaning only declared majors may take the course)

Indicate all modalities in which the course may be taught: ☒ Class Lecture ☐ Clinical
☐ Laboratory ☐ Lecture/Lab Combined ☐ Accelerated ☐ Internship
☐ Practicum ☒ WebCT Internet ☐ WebCT Class Lecture ☐ WebCT Laboratory
☒ WebCt Blended Learning ☐ WebCT Lecture/Lab Combined

Course fee amount, if any: (Attach course fee worksheet)

NOTE: Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY

INFORMATION: The RED 4519 course completes a series of courses in the Elementary Education program that lead to a reading teaching endorsement. Students are required to meet reading competencies 1-5 within our baccalaureate program. This course addresses competencies 3, 4, and 5.

The learning outcomes of this course were developed in collaboration with school district personnel and in compliance with state level reading outcomes. As a result, verbiage included in the state learning outcomes were mirrored within this course (i.e. use of the verb "understand").

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: 201010 (For any term other than fall of the academic year following submission, approval of the Vice President of Academic Affairs is required.)

_____
(Vice President of Academic Affairs)

FACULTY ENDORSEMENTS/COMMMENTS:
Dr. Eileen DeLuca
Professor Joyce Rollins
Dr. Erin Harrel
School District Personnel:
      Dr. Carol Cron
      Reading Specialist, Christine Busenbark

LEARNING OUTCOMES ASSOCIATE: _____ **DATE:** _____

DEPARTMENT CHAIR ENDORSEMENT: _____ **DATE:** _____

ACADEMIC DEAN'S ENDORSEMENT: _____ **DATE:** _____

After review and signing this proposal, the DEPARTMENT CHAIR will forward the proposal to the DISTRICT DEAN for final signature. The DISTRICT DEAN will then return the proposal to the DEPARTMENT CHAIR.

DISTRICT DEAN'S ENDORSEMENT: _____ **DATE:** _____

The DEPARTMENT CHAIR will process the proposal into a continuous document with any other proposals from his/her department being submitted for review by the Curriculum Committee and forward the document to the CURRICULUM COMMITTEE CHAIRPERSON by the Friday before the next scheduled Curriculum Committee meeting.

COMMON COURSE SYLLABUS

Professor: **Office Location:**

E-mail: **Phone Number:**

Office Hours:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS
   RED 4519 Diagnosis and Intervention in Reading – BS   3 Credits

   This course is designed to introduce teacher candidates to a wide range of reading assessment instruments and scientifically-based strategies used for understanding the individual and diverse needs of children. Candidates in this course will focus on effective use of assessment data to identify areas of concern and to plan, evaluate, and revise effective reading instruction to prevent difficulties and promote development. This class will explore materials and methods for a student-centered approach which builds on the students' strengths and will focus on developing intervention plans for struggling readers. After taking this course, teacher candidates will have a stronger understanding of the reading process including the five dimensions of reading (e.g. phonemic awareness, phonics, fluency, vocabulary, comprehension) and factors that promote effective teaching of literacy skills.

II. PREREQUISITES FOR THE COURSE:
   RED 4012 and admission into the Bachelor of Science in Education program or special permission from the Associate Dean of Baccalaureate Programs.

III. GENERAL COURSE INFORMATION:

   - Reading assessment tools
   - Role of assessment in planning instruction
   - Use of formal and informal test results
   - Measurement concepts, and uses of norm-referenced and criterion-referenced tests
   - Test reliability and validity
   - Quantitative and qualitative instructional assessments
   - Data analysis and use of data to differentiate instruction
   - Appropriate criteria for selecting portfolio materials
   - Interpretive issues with English Language Learner (ELL) data
   - Literacy development with ELLs at various stages of oral language proficiency
   - Techniques for monitoring and diagnosing reading aptitude, achievement, and progress
   - Scientifically-based reading research (SBRR) in each of the major reading components
   - Use of scaffolding in reading instruction
   - Research-based instructional practices for developing students' phonemic

awareness,
>> phonics skills and word recognition, reading fluency, automaticity, and reading endurance
- Researched-based instructional practices for developing both general and specialized
  content area vocabulary, for developing students' critical thinking skill and facilitating reading comprehension
- Instructional strategies to facilitate students' metacognitive skills in reading

IV.   LEARNING OUTCOMES AND ASSESSMENT:

At the conclusion of this course, teacher candidates will be able to demonstrate competency of pertinent state and national standards, and course objectives.

LEARNING OUTCOMES	ASSESSMENT
Describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension (3.1)	Lesson Plan: Intervention for Targeted Instruction Formative, Summative, Diagnostic, Screening, Outcome, and Progress Monitoring forms of Assessment Literacy Terms Log
Evaluate the role of assessment in planning instruction to meet student learning needs (3.2)	Article Review: Catch Them Before They Fall FCCR Presentation Research Paper: Reading Strategies Used by Skilled Readers versus Struggling Readers
Interpret students' formal and informal test results. (3.3) **R , E**	Lesson Plan: Intervention for Targeted Instruction Formal and Informal Test Results Interpretation Literacy Terms Log Informal Phonological/Phonemic Awareness Assessments, Reading Rockets video
Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests. (3.4) **R**	Overview of Assessments Interpretation Literacy Terms Log

Validate the meaning of test reliability and validity, and describe major types of derived scores from standardized tests. (3.5)	Overview of Assessments Interpretation Literacy Terms Log Informal Reading Inventory Portfolio
Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures). (3.6)	Lesson Plan: Intervention for Targeted Instruction Literacy Terms Log
Analyze data to identify trends that indicate adequate progress in student reading development. (3.7) **E**	FCRR Presentation Lesson Plan: Intervention for Targeted Instruction Literacy Terms Log
Use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii). (3.8) **E**	Lesson Plan: Intervention for Targeted Instruction Intervention (RTI) Implementation Plan Review FCCR Presentation Literacy Terms Log
Interpret data with application of instruction that matches students with appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies. (3.9) **E**	Lesson Plan: Intervention for Targeted Instruction Intervention (RTI) Implementation Plan Review FCCR Presentation
Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time. (3.10) **R, E**	Elements of an Effective Diagnostic Portfolio
Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students. (3.11)*	National Symposium on Learning Disabilities in English Language Learners Review

Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading. (3.12) * **E**	National Symposium on Learning Disabilities in English Language Learners Review

Research Paper: Reading Strategies Used by Skilled Readers Versus Struggling Readers |
| Identify common difficulties in development of each of the major reading components. (4.5) | Research Paper: Reading Strategies Used by Skilled Readers Versus Struggling Readers |
| Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers. (4.8) | Research Paper: Reading Strategies Used by Skilled Readers Versus Struggling Readers |
| Identify structures and procedures for monitoring student reading progress. (4.10) | Chapter Assignment: Understanding the Role of Assessment in Identifying Struggling Readers

Chapter Assignment: Elements of an Effective Diagnostic Portfolio for |
Apply knowledge of scientifically-based reading research in each of the major reading components as it applies to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension). (5.1)	Lesson Plan: Intervention for Targeted Instruction
Apply research-based practices and materials for preventing and accelerating both language and literacy development**. (5.2) R**	Lesson Plan: Intervention for Targeted Instruction
Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth. (5.3)	Document Review: Putting Reading First
Apply research-based instructional practices for developing students' phonemic awareness. (5.4)	Videotaped Lesson Plan

Apply research-based instructional practices for developing students' phonics skills and word recognition.(5.5)	Lesson Plan: Targeted Instruction Lesson Plan: Vocabulary and Fluency
Apply researched-based instructional practices for developing students' reading fluency, automaticity, and reading endurance. (5.6)	Lesson Plan: Vocabulary and Fluency
Apply researched-based instructional practices for developing both general and specialized content area vocabulary. (5.7) **R**	Lesson Plan: Vocabulary and Fluency
Apply researched-based instructional practices for developing students' critical thinking skills. (5.8) **R**	Lesson Plan: I do, We do, You do
Apply research-based instructional practices for facilitating reading comprehension. (5.9)	Lesson Plan: Intervention for Targeted Instruction
Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency. (5.10) *	Article Review: Teaching English Language Learners at Risk for Reading Disabilities to Read: Putting Research into Practice
Identify instructional strategies to facilitate students' metacognitive skills in reading. (5.11) **R,E**	Lesson Plan: I do, We do, You do
Identify reliable and valid assessment procedures to validate instructional applications. (5.12)	Overview of Assessment Interpretation Formative, Summative, Diagnostic, Screening, Outcome, and Progress Monitoring forms of Assessment Chapter Assignment: Understanding the Role of Assessment in Identifying

Identify and set goals for instruction and student learning based on assessment results to monitor student progress. (5.13)	Overview of Assessment Interpretation Formative, Summative, Diagnostic, Screening, Outcome, and Progress Monitoring forms of Assessment

Specific Course Competencies:
Critical Task Assignments and/or Assessments
At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC- Florida Subject Area Competencies and Skills
FEAP- Florida Educator Accomplished Practices
ESOL- English Speaker of Other Languages
PEC-   Professional Education Competencies

* The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.

Course	FSAC	Critical Tasks	FEAP/ PEC	Reading	ESOL Performance Standards	ESOL k-12 Competencies
RED 4519 Diagnosis & Intervention in Reading	EE1.3 EE1.4 EE6.1- EE6.6	Lesson Plan: Intervention for Targeted Reading Instruction	1	3.2,3.3,3.7,3 .8,3.9,5.9, 5.1, 5.5		
		Article Review: Catch Them Before They Fall	7			
		Article Review: Teaching English Language Learners at Risk for Reading Disabilities to Read: Putting Research into Practice		3.11,3.12,4. 6,4.7, 5.10	6.10,25.1	6,10
		Lesson Plan: Vocabulary and Fluency	7	1.D.1,1.D.2, 2.D 5.7	4.2,14.3,16.2	3,6
		Document Review: Putting Reading First: The Research Building Blocks for Teaching Children to Read		5.3		
		Document Review: National Symposium on	1 7	3.6,3.12	25.1	10

		Learning Disabilities in English Language Learners				
		Research Paper: Reading Strategies Used by Skilled Readers Versus Struggling Readers		4.4,4.5,4.8	11.3	1
		Chapter Assignment: Understanding the Role of Assessment in Identifying Struggling Readers		3.4,3.5,5.12		
		Chapter assignment: Elements of and Effective Diagnostic Portfolio for Monitoring Progress		4.10		
		LEaRN Video and Strategies Review- What Thinking Process Can We Teach? And How Can We Get Students Ready to Read		4.6,5.11		
		Formative, Summative, Diagnostic, Screening, Outcome, and Progress Monitoring forms of Assessment		3.1, 5.13		
		Literacy Terms Log		3.1		
		Informal Phonological/ Phonemic Awareness Assessments, Reading Rockets video		3.3		
		Overview of Assessments Interpretation		3.4, 5.13		
		FCCR Presentation		3.2		
		Informal Reading Inventory Portfolio		3.5,5.13		

Relationship of course to Program Goals and National Specialized Program Association Standards:

This course is part of the Edison State College, Baccalaureate program in Education, for

teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children's Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

V.   DISTRICT-WIDE POLICIES
Programs for Students with Disabilities
Edison State College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI.   REQUIREMENTS FOR THE STUDENTS:

   IMPORTANT: All Critical Task Assignments must be included in this section.

VII.   ATTENDANCE POLICY:

After three unexcused classroom hours, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each unexcused absence thereafter will result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Discipline Chair of Education and may be forwarded on to the Education Review Committee, if necessary.

VIII.   GRADING POLICY: Include numerical ranges for letter grades; the following is a range
   commonly used by many faculty:

                90 – 100   =   A
                80 – 89   =   B

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79 – 70       =    C
60 – 69       =    D
Below 60      =    F
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  * All Critical Tasks must be passed with a 75% or better. (Please include this statement in
     your syllabus.)
  (Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An   "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete" grades.)

IX. <u>**REQUIRED COURSE MATERIALS:**</u>   (in correct bibliographic format)

X. <u>**RESERVED MATERIALS FOR THE COURSE:**</u>   Other special learning resources.

XI. <u>**CLASS SCHEDULE:**</u>   This section includes assignments for each class meeting or unit, along
   with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled
   tests.

IMPORTANT: **Please be sure class schedule includes all Critical Task assignments.**

XII. <u>**ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES**</u> which would be useful in this class.

  Critical Task Revision Policy: All FEAP assignments must be completed with a 75% or better in order to graduate. Any assignment receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted within two weeks of the assignment being returned to the teacher candidate. For example, if an assignment is returned by the professor to the teacher candidate on October 15th, the assignment must be resubmitted by October 29th. All FEAP assignments in related course work must be successfully completed with 75% or better prior to final internship. Revising a FEAP assignment may not necessarily result in a change in the course grade.

  11/08