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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**RED 4519 DIAGNOSIS AND INTERVENTION IN READING (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.

1. **PREREQUISITES FOR THIS COURSE:**

**RED 4012 or RED 3324 with a minimum grade of “C” or higher; and admission into the Bachelor of Science in Education program or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics.**

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• 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

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Communicate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The teacher candidate will analyze and apply appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
* The teacher candidate will relate assessment to planning instruction to meet student learning needs and will interpret students’ formal and informal test results.
* The teacher candidate will apply 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.

**2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.**

General Education Competency: **Evaluate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The teacher candidate will utilize measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests.
* The teacher candidate will apply concepts of test reliability and validity, and describe major types of derived scores from standardized tests.
* The teacher candidate will 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.

**B. Other Course Objectives/Standards**

* The teacher candidate will analyze data to identify trends that indicate adequate progress in student reading development.
* The teacher candidate will use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii).
* The teacher candidate will utilize appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
* The teacher candidate will describe interpretive issues that may arise when English language tests are used to assess reading growth in LEP students.
* The teacher candidate will utilize reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading.
* The teacher candidate will differentiate common difficulties in development of each of the major reading components.
* The teacher candidate will compare and contrast effective word recognition strategies used by more skilled readers for word recognition and comprehension to those strategies used by beginning and/or struggling readers.
* The teacher candidate will utilize structures and procedures for monitoring student reading process.
* The teacher candidate will apply knowledge of scientifically-based reading research in each of the major reading components to reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension).
* The teacher candidate will apply research-based practices and materials for preventing and accelerating both language and literacy development.
* The teacher candidate will employ techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth.
* The teacher candidate will apply research-based instructional practices for developing students’ phonemic awareness, phonics skills, and word recognition.
* The teacher candidate will apply research-based instructional practices for developing students’ reading fluency, automaticity, and reading endurance.
* The teacher candidate will apply research-based instructional practices for developing both general and specialized content-area vocabulary.
* The teacher candidate will apply research-based instructional practices for developing students’ critical thinking skills.
* The teacher candidate will apply research-based instructional practices for facilitating reading comprehension.
* The teacher candidate will utilize instructional strategies to facilitate students’ metacognitive skills in reading.
* The teacher candidate will employ reliable and valid assessment procedures to validate instructional applications.
* The teacher candidate will set goals for instruction and student learning based on assessment results to monitor student progress.

**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 and Subject Area 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**

**PEC - Professional Education Competencies**

**ESOL T.S. - Florida Teacher Standards for ESOL Endorsement**

**ESOL K-12 - English Speakers of Other Languages K-12 Competencies**

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

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| --- | --- | --- | --- | --- | --- |
| **COURSE** | **FSAC** | **FEAP/**  **PEC** | **READING** | **ESOL T.S.** | **ESOL K-12** |
| **RED 4519:**  Diagnosis and Intervention in Reading | EE1.3  EE1.4  EE6.1-  6.6 | 1a  1c  1d | 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.12,4.10,5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12 | 2.1.b, 2.3.c, 2.3.e, 3.2.e,3.2.i,3.2.j, 4.1.e, 5.1.a,5.1.b,5.1.c, 5.2.b, 5.2.c, 5.3.a, 5.3.b, 5.3.f | 10 |
| 7b  7c  10d  11a | 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.11,3.12,4.8,4.10,5.1,5.3,5.6,5.7,5.8,5.9,5.10,5.11,5.12 | 2.1.b, 2.3.c, 2.3.e, 3.2.e,3.2.i,3.2.j, 4.1.e | 3,6 |
| 7a  7d | 3.2,3.7,3.9,3.12,4.54.8,5.1,5.3,5.4,5.8 | 2.1.b, 2.3.c, 2.3.e, 3.2.e,3.2.i,3.2.j, 4.1.e | 1,6,10 |
| 7b  10a  10b  10d | 5.2,5.3,5.9 |  |  |

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

This course is part of the Florida SouthWestern 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 and Subject Area 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.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern 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. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**
2. **Guided Reading Journal:**

The purpose of this assignment is for teacher candidates to reflect on content from text chapters, professional articles, websites, and videos to develop a comprehensive journal of key concepts related to assessment – based instruction using research-based practices (SBRR). The teacher candidate will make meaningful connections to their field experiences and discuss implications for their future classrooms. Journal entries will be utilized in small group discussions for connecting content to field experiences.

1. **Research Paper and Related Small Group Lesson Plan(video-taped):**

The purpose of this assignment is for teacher candidates to research common areas of difficulty for struggling readers and identify a minimum of 5 explicit strategies to address these areas of difficulty and connect them to the six major components of reading (Fab 6 Plus). The teacher candidates will identify strategies that good readers employ when reading and describe the difficulties struggling readers have when reading in regards to the selected topics. Each research paper will end with implications for instruction and a plan of action for use in the classroom to prevent reading difficulties. APA format must be followed with a cover page, abstract, 4 page minimum for the body of the paper, and a reference page with a minimum of five references. A small group lesson plan will be developed using the required format. Wherever possible, teacher candidates must include students in the small group who are ELL and students who have been identified as having especial needs. The small group lesson plan will be video-taped, analyzed, and shared in class. See Assignment Guidelines.

1. **Simulated Mini-lessons:**

The purpose of this assignment is for teacher candidatesto developed short, focused mini-lessons to address a specific problem that relates to the Fab 6 Plus (the six critical dimensions of reading—oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, reading writing connection). The mini-lesson will related to the common core state standards and will include one clear objective and a means for assessing student achievement in relation to the objective. Modifications for ELLs and ESE will be identified.

1. **Diagnostic Case Study and Presentation**

The purpose of this assignment is for the teacher candidates to gain practical experiences in administering formal and informal assessments, analyzing assessment results, and developing assessment-based instruction tailored to the individual student’s interests, strengths, and needs. Teacher candidates will also examine and utilize research based practices and materials in designing differentiated lesson plans and center activities (phonemic awareness, phonics, vocabulary, fluency, oral language, comprehension and writing, plus) for the purpose of providing systematic and explicit lessons in reading intervention.

A. The teacher candidate will select one (1) struggling student in second to fifth grade and administer the Analytical Reading Inventory (ARI). A diagnostic portfolio will be developed for this student and share d with the teacher.

B. Additional assessments are administered as appropriate (Names Test, Spelling Inventory, Writing sample)

C. Assessments will be analyzed.

D. Based on assessment data, three (3) individualized tutoring plans will be created for the ARI student. Each tutoring plan will include a related center activity. Tutoring plans must follow required format and include artifacts of student work and photos of student engagement in center activities. Formative assessment must be integrated into each tutoring plan. Reflections after each tutoring session must include an analysis of the student’s achievement of the objective(s) and a rationale for next steps in tutoring.

E. The teacher candidate will prepare a written diagnostic report, and create a presentation to be delivered in RED 4519. The written report and the presentation will describe assessments and interpretation of data, diagnosis, curricular materials used, instructional strategies implemented, and intervention results. Recommendations for continued support from parents, teachers, and the case study student will be included. A copy of the report will be shared with the classroom teacher.

1. **ATTENDANCE POLICY:**

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade.  Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

1. **GRADING POLICY:**

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

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(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.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

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.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

**Critical Task Revision Policy:**

Any Critical Task receiving a grade less than 75% must be resubmitted to the instructor. The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate.  For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the instructor will issue a grade of “Incomplete” for the course. If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average. Revising a Critical Task may not necessarily result in a change in the overall course average.