EED 610: INTERVENTIONS IN LITERACY

COURSE DESCRIPTION:

This course will help individuals effectively select and implement research-based literacy interventions as they related to students' strengths and needs at an individual student, classroom, and school-wide level.

RELATIONSHIP OF THIS COURSE TO THE PROGRAM

The faculty of the School of Special Education believe:

- Students with exceptionalities are part of a larger community of diverse learners;
- All students can learn when provided with effective instruction, advocacy, and supports;
- Learners with exceptionalities excel when they are held to the same high standards and expectations as all other students; and
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.

In EED 610 students will learn to develop and design effective instructional strategies for addressing the literacy needs of struggling learners.

PROFESSIONAL STANDARDS MET

CDE SPECIAL EDUCATION SPECIALIST STANDARDS
9.01 (1) (c), 9.01 (1) (h), 9.01 (1) (l), 9.01 (2) (a), 9.01 (2) (d), 9.01 (3) (a), 9.01 (3) (b), 9.01 (3) (c), 9.01 (3) (d), 9.01 (4) (b), 9.01 (4) (c), 9.01 (4) (d), 9.01 (7) (g), 9.01 (7) (h), 9.01 (7) (k)

COURSE GOALS AND OBJECTIVES

Our course begins with a series of units that review of the fundamentals of reading and writing instruction. Subsequent units will prepare you, in whatever capacity you serve, to offer instruction or guidance regarding interventions in literacy

1. Students will interpret assessment and use the assessments to identify students' strengths and needs in the areas of literacy.
   - In your course of study, you will be introduced to the kinds of assessments used when working with students struggling with literacy. These are of value, of course; however, we don't really need scores to tell us when kids struggle to read and write. Heck, everyone struggles to read and write.

2. Based on the assessments, the students will research and identify effective research-based interventions for the individual as well as class and school-wide.
By research here, what I will ask is that you OBSERVE students who are struggling with literacy. I will ask that you determine, through your observations, those areas with which the student struggles. Then, based on our learning and reading, I’ll ask you to envision a plan for supporting or remediating this student.

3. Students will collaborate with school staff to develop and disseminate individual, classroom, and school-wide interventions.

   Not only will I ask you to plan for remediation, I will ask you to develop materials that indicate how you would communicate with the various stakeholders (administrators, the General Education teacher, the parents/guardians, and the student).

4. Demonstrate effective research and analysis skills to develop a comprehensive review of literature
   As part of GOALS 2 and 3, I will ask you to do a bit of research on the challenge you observe, to summarize that research for your colleagues in the class, and to incorporate what you have learned into the various communication pieces you will develop for #3.

COURSE OVERVIEW

What these units offer is an intensive overview of Reading and Writing, the two primary literacies we teach. And, they offer approaches to modifying and differentiating instruction for struggling literacy learners. In particular, I share how we teach these literacies at the secondary level. Armed with this knowledge, you can engage with general education/ELA teachers understanding what is meant when we talk about literacy and how we teach it. In addition, this course offers a multitude of suggestions, ideas, and methods for differentiating instruction and remediating struggling learners. To understand and implement these "interventions" or "modifications" you must understand literacy.

TEXTBOOKS

There is no single text that addresses fully and well the issues we will be discussing in this class. There are multiple texts with various parts that are appropriate. But no single text does all of what I think you need. Therefore, I have, in effect, done the heavy lifting for us … Here’s how I view materials--I read them, I digest them, I select what I think will best serve you in your work with students struggling with literacy. This means you need to trust me, but it also means you don’t need to read the kind of blather that surrounds key ideas in text books. I did that for you. Consider what I offer the "good parts."

What I do ask you to "read" are resources that are available to you on-line from places that will be invaluable to you as you implement RTI with the teachers, students, administrators--all the many stakeholders--you serve.
THE ON-LINE COMPONENT

As I say, no textbook can address all the issues relevant to teaching reading and writing or differentiation and remediation, and I did not want to burden already busy teachers with endless reading. In short, I’ve done the reading and have highlighted key points for you in the units of the course. At the end of the syllabus I provide a detailed bibliography of the resources I used to develop this course. For each Unit, I list the texts and other sources I used in developing the content I share.

For your convenience, the contents of each Unit are attached as pdfs that you can print. The units in this course average between 15 and 20 pages when printed.

PROGRESSING THROUGH THE COURSE

The beauty (or the danger) of an on-line course is that you can progress through the material at your own rate and in a way that fits your schedule. After all, the goal is learning not just finishing! I know many of my colleagues only open a Unit at a time in their courses. I tend to open the all so that you can work at your own pace. That said, I do require that you engage with your colleagues on the Discussion Board, and I will assess that element of your performance.

COURSE REQUIREMENTS

DISCUSSION BOARD: For some UNITS you will find embedded Discussion Questions. These responses are to be posted to the Discuss Board. They are designed to inspire conversation among your peers. Therefore, I expect that you will respond to the posts of others and respond to what others have to say about your posts. I will assess your performance as a discussant at the end of each UNIT using the DISCUSSION PARTICIPATION RUBRIC that appears in the SYLLABUS folder under RUBRICS.

UNIT ASSIGNMENTS: At the end of each UNIT there are one or two assignments that ask you to review and assess a resource or implement a method we’ve explored. Often you will post the results of your research or implementation on the Discussion Board to share with your colleagues. (And I expect you all to read and respond to each others’ work.) These Assignments will be assessed using the GENERAL ASSIGNMENT and/or LESSON PLAN RUBRIC that appears in the SYLLABUS folder under RUBRICS.

CASE STUDY

Whereas the Assignments will be the same for all students, I also want to create a more summative assignment that will be part of your program portfolio. Because I want this course and the assignments to be of use to you, many of the Unit Assignments will be elements of your CASE STUDY and the results incorporated into that study. A description of this assignment appears in the ASSIGNMENTS folder.
GRADING CRITERIA

Student grades are based on points earned according to the following table:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENTS</td>
<td>All ASSIGNMENTS are graded on a four-point scale using the General Assignment and/or Lesson Planning rubric/s. Assignments scores are averaged at the end of the course, and that average count for 25% of the Final Grade.</td>
</tr>
<tr>
<td>** You must complete all assignments in order to pass this class. **Unless otherwise noted, any assignment submitted after the UNIT closing date will receive only 50% credit</td>
<td></td>
</tr>
<tr>
<td>DISCUSSION BOARD PARTICIPATION</td>
<td>PARTICIPATION on the DISCUSSION BOARD will be assessed at the end of each UNIT using the Discussion Participation rubric, a 20 point scale. These grades will be averaged, and that average will count for 25% of the Final Grade</td>
</tr>
<tr>
<td>** You must participate in all discussions in order to pass this class. **Unless otherwise noted, any discussion submitted after the UNIT closing date will receive on 0 credit</td>
<td></td>
</tr>
<tr>
<td>CASE STUDY</td>
<td>The CASE STUDY is graded on a four-point scale using the Case Study rubric. The CASE STUDY counts for 50% of the students’ Final Grade</td>
</tr>
</tbody>
</table>

POLICY ON INCOMPLETES: An "I" is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). The instructor must submit to the school director, a written notice of the specific coursework to be completed before the final grade is determined; a copy is kept in the school and one is provided to the student. To amend a grade of "I" with an earned grade on a student's transcript, the student must complete all incomplete course work by the last day of the next semester, including summer term. If the course requirements are not completed within the time limitation and the grade received in the Registrar’s Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

POLICY ON PLAGIARISM: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common
knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes.

POLICY ON ORIGINALITY OF PRODUCTS: You are encouraged to build on your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. **I do permit projects from other classes to be modified and submitted fulfill EED 610, as long as you inform me of this fact and indicate, in a cover memo how the original project has been revised based on your current learning.**

DISABILITY ACCESS: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Support Services office (970-351-2289) as soon as possible to ensure that accommodations are implemented in a timely fashion.

REPRESENTATIVE MATERIALS USED IN THE DEVELOPMENT OF THIS COURSE INCLUDE:


Calkins, Lucy. The Art of Teaching Writing. 2nd ed. Portsmouth (NH): Heinemann, 1996.


Evidence-Based Reading Practices for Response to Intervention, Edited by Diane Haager, Ph.D., Janette Klinger, Ph.D., & Sharon Vaughn, Ph.D.


Additional Sources used in the development of this course:

- *The National Center on Response to Intervention*
- *International Reading Association (IRA): <<http://www.reading.org>>*