A. COURSE DESCRIPTION
Course will emphasize diagnosis leading to instruction through a variety of approaches toward the end of enabling teachers to select appropriate methods/materials.

B. PREREQUISITES
EDRD 510 OR equivalent required.

C. RELATIONSHIP OF THE COURSE TO THE PROGRAM KNOWLEDGE BASE
The major goal of this course is to help you understand how reading ability develops, why some students have difficulty learning to read, how to diagnose and ameliorate reading problems, why a variety of assessment and teaching techniques must be used to identify students’ strengths and needs, and how to use the results to design appropriate instruction. The premise for this goal is that both understanding why and knowing how are necessary for a teacher to make informed decisions.

D. PROFESSIONAL STANDARDS MET
The standard met in this class are listed below along with the course objectives and performance indicators. Among these standards are those of the Colorado Performance Based Teaching Standards (CPBTS), the National Council of Teachers of English (NCATE), and the International Literacy Association (ILA).

E. COURSE GOALS AND OBJECTIVES

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CPBTS, NCATE, IRA STANDARDS</th>
<th>Evidence of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to demonstrate an understanding of a model of diagnostic teaching of reading and its place in formulating and delivering classroom reading instruction.</td>
<td>CPBTS: 1.1&lt;br&gt;NCATE: 3a</td>
<td>•Course readings&lt;br&gt;•Class reflection log&lt;br&gt;•Class participation</td>
</tr>
<tr>
<td>2. to demonstrate an understanding of the content of reading diagnosis and informal and formal strategies for identifying students’ reading strengths and needs.</td>
<td>CPBTS: 3.3&lt;br&gt;NCATE: 4&lt;br&gt;ILA:</td>
<td>•Course readings&lt;br&gt;•Class reflection log&lt;br&gt;•Class participation</td>
</tr>
</tbody>
</table>
### Course Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>CPBTS, NCATE, IRA STANDARDS</th>
<th>Evidence of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. to acquire knowledge about educational and non educational factors that impact reading ability.</td>
<td>ILA: 3.1</td>
<td>• Course readings</td>
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<td></td>
<td></td>
<td>• Class participation</td>
</tr>
<tr>
<td>4. to demonstrate the ability to use a variety of informal assessment techniques to identify reading strengths and needs of a student.</td>
<td>CPBTS: 3.3 NCATE: 4 ILA: 3.3</td>
<td>• Use of many different assessment techniques such as the informal reading inventory, interest inventory, reading interview, writing sample, and miscue analysis.</td>
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<td></td>
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<td>• Class participation</td>
</tr>
<tr>
<td>5. to demonstrate the ability to interpret student performance on a variety of informal techniques and to use the information to design instruction focused on advancing the student’s reading ability.</td>
<td>CPBTS: 6.2 NCATE: 4 ILA: 3.3</td>
<td>• Analysis of completed assessment techniques.</td>
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<tr>
<td></td>
<td></td>
<td>• Tutoring lesson plans</td>
</tr>
<tr>
<td>6. to enhance knowledge about a variety of instructional techniques in areas of reading such as phonological awareness, decoding, vocabulary, reading fluency, and comprehension.</td>
<td>CPBTS: 1.2, 1.3, 1.4.4 NCATE: 3 ILA: 1.4</td>
<td>• Course readings</td>
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<td></td>
<td></td>
<td>• Class reflection log</td>
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<tr>
<td></td>
<td></td>
<td>• Class participation</td>
</tr>
<tr>
<td>7. to demonstrate the ability to select appropriate instructional strategies when designing instruction for a student.</td>
<td>CPBTS: 5.3, 6.1 NCATE: 3a ILA: 3.3</td>
<td>• Tutoring lesson plans</td>
</tr>
<tr>
<td>8. to demonstrate the ability to synthesize information related to a student’s reading strengths and needs.</td>
<td>CPBTS: 5.7, 5.8, 5.9 NCATE: 5c, 5d ILA: 3.4</td>
<td>• Written case report</td>
</tr>
</tbody>
</table>

### F. CONTENT OF THE COURSE

Instruction will take on a variety of forms. Lecture, class discussion, cooperative learning activities, and demonstrations are among the teaching strategies used to engage students. Teacher candidates will tutor an elementary child in reading and report the results in a case study. The following topics will be covered:

- What is Reading?
- Principles of Diagnosis
- Teacher’s Role
- Testing Terminology
- DIBELS training
- Assessing the beginning Reader in Phonemic Awareness
- Factors that Affect Reading Performance
- Determining Reading Interests
- Assessment and Diagnosis
- Planning for Tutoring Sessions
G. COURSE REQUIREMENTS

Requirements: When thinking about course requirements, I first want to call your attention to the five responsibilities that the University of Northern Colorado Personnel has established for students. Students have the responsibility to:

1. inquire about course requirements if they do not understand them or are in doubt about them.
2. maintain the standards of academic performance established for individual courses and for programs of study.
3. initiate an investigation if they believe their academic rights have been violated.
4. learn the content of any course of study.
5. act in accordance with commonly accepted standards of academic conduct.

Specific Requirements:
1. Text: Purchase the required text and read assigned readings before every class session.

2. Attendance and Participation (10 points): Attend ALL class sessions on time and read to participate. Please be punctual! Bring your text and other essential materials to every class session. In other words, conduct yourselves professionally according to this code:
   - Respect each person, treat one another with dignity and encourage one another to participate.
   - Focus on learning.
   - Come to class prepared and with a positive and energetic attitude.
   - Be prompt to all classes and attend every class session in full.
   - Participate appropriately. Activities or interruptions such as side conversations, working on class assignments, or other activities during class such as sleeping, gossiping, demonstrating a negative attitude, using cell phones or other electronic devices are unacceptable.
   - Communicate with me about course or program concerns.

3. Tutoring Reflection Log (20 points): The purpose of this log is to provide you with the basis to create your Case Report and to provide a forum to raise issues about the class, the instruction you are receiving, the instruction you provide during tutoring, the techniques and strategies to which you are exposed, and your attempts to implement appropriate instruction during tutoring. At the end of class, write a one-page, word-processed log to record your reactions, impressions, or reflections of aspects of class happenings and/or tutoring. Your reflections need to focus on the content and delivery of the class content and your performance as well as the performance of the child you are tutoring. Please use the following prompts: What went well? What problems did you encounter? What, if anything, needs further clarification? At the end of your response, write a minimum of one question that might be addressed by me or from your own further investigations. This question can come from the class session or the tutoring session. DUE: Each Sunday following tutoring sessions by 5pm. Email to Margaret.Berg@unco.edu

4. Lesson Plans (40 points – 5 each lesson): A tutoring field experience is a major part of this course. You will work with one child for a total of 8 45-minute tutoring sessions. You will write a lesson plan for each tutoring session and this lesson must be ready BEFORE you begin the tutoring session. I will provide you with the format I expect you to use. Please keep in mind that all tutoring sessions must be completed in full. In other
words, failure to complete the tutoring equates to failure of this course. Tutoring will occur at The Classical Academy Elementary School. I will provide necessary information as needed.

LESSON PLAN #1
• Student Interview/Interest inventory and initial screening (5 points)
  As discussed in class, prepare a 10 – 15 minute informal interview to be used with your tutored child. You may copy any instrument or create your own hybrid. You will administer this interview on the first day that you meet the student, so be sure this is age appropriate and engaging, but gives you the information you are seeking. DUE: Thursday August 27.

LESSON PLANS #2 – 8
• You will incorporate a reading selection for each of your lesson plans
  DUE: At beginning of each class beginning September 3.

Informal reading assessments: You will be using different instruments to administer, score, analyze, and interpret informal assessment measures to identify the reading strengths and needs of the student you will be tutoring. This includes the informal reading inventory, a writing sample, a modified miscue analysis, fluency practice, and comprehension questions. I will provide you with necessary forms and procedures as needed. Your lesson plans will be based on the reading selection that you choose for your student each week.

6. Tutoring Case Report (25 points): Based on the teaching you have completed with your child, you will write a case report that showcases your experiences including assessment results, the strengths and needs you identified, and what you did during tutoring. In order to assist you in writing this report, keep detailed and accurate notes and information from each tutoring session and testing situation. I will provide you with the format I expect you to use. You will also need to email your case study to me by the following date:

FINAL CASE REPORT DUE Monday September 28 by midnight. No late Case Reports will be accepted.

H. GRADING CRITERIA
The following criteria will be used to determine your course grade. In determining your final grade, I will also consider your professionalism and your participation in assignments and discussions. Please submit all assignments on time. Late assignments will not be accepted.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>•Attendance and participation</td>
<td>10</td>
</tr>
<tr>
<td>•Student Interview/Interest inventory</td>
<td>5</td>
</tr>
<tr>
<td>•Tutoring Reflection Log:</td>
<td>20</td>
</tr>
<tr>
<td>•Lesson plans: (Beginning 8/27)</td>
<td>40</td>
</tr>
<tr>
<td>(included in the lesson plans)</td>
<td>(8 X 5)</td>
</tr>
<tr>
<td>•Informal reading assessments:</td>
<td></td>
</tr>
<tr>
<td>Informal Reading Inventory</td>
<td></td>
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<tr>
<td>Writing Sample</td>
<td></td>
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<tr>
<td>Vocabulary</td>
<td></td>
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<tr>
<td>Comprehension Assessment</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td>•Tutoring Case Report (Electronically submitted)</td>
<td>25</td>
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</tbody>
</table>
Grading Scale:
93-100 = A; 83-92 = B; 73-82 = C; 63-72 = D; below 63 = F

I. REQUIRED READINGS

J. SUGGESTED READINGS

K. ACCOMODATIONS
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

L. ACADEMIC HONESTY
Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC Policies– UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link http://www.unco.edu/dos/Conduct.html

L. INCLUSIVITY STATEMENT
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

N. LIABILITY STATEMENT PERTAINING TO FIELD EXPERIENCES
For unpaid field-related requirements such as practicum, service learning, intern, student teaching, UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims. In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

Personal Liability:
It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.
<table>
<thead>
<tr>
<th>Session</th>
<th>TOPICS</th>
<th>Read BEFORE class</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 9/1/15</td>
<td>DIBELS training Assessing the beginning Reader: Factors that Affect Reading Performance</td>
<td>Chapters 1 and 2</td>
<td>Meet at the Oracle Building - Lesson Plan #1: (which must include) Interest Inventory/DIBELS/Phonemic Awareness test/Letter Knowledge/Sight word lists (due at class)</td>
</tr>
<tr>
<td>3 9/8/15</td>
<td><strong>Tutoring Session #1</strong> Determining Reading Interests Assessment and Diagnosis Print Concepts, Phonological Awareness Planning for Tutoring Sessions</td>
<td>Have Diagnostic Kit completed</td>
<td>Meet at Oracle and then TCA for all remaining classes - Lesson Plan #1: (which must include) Interest Inventory/DIBELS/Phonemic Awareness test/Letter Knowledge/Sight word lists (used in class)</td>
</tr>
<tr>
<td>4 9/15/15</td>
<td><strong>Tutoring Session #2</strong> Assessing Phonics Developing Phonics Knowledge Developing Structural Analysis</td>
<td>Chapters 4 - 9</td>
<td>- Lesson Plan #2 (due at class) - Tutoring Reflection Log for Sessions 1 and 2 Due Sun 9/6/15</td>
</tr>
<tr>
<td>5 9/22/15</td>
<td><strong>Tutoring Session #3</strong> Assessing Reading Fluency Developing Reading Fluency</td>
<td>Chapters 10-20</td>
<td>- Lesson Plan #3 (due at class)</td>
</tr>
<tr>
<td>6 9/29/15</td>
<td><strong>Tutoring Session #4</strong> Assessing Vocabulary Developing Sight Vocabulary Developing Vocabulary Knowledge</td>
<td>Chapter 3 and 21</td>
<td>- Lesson Plan #4 (due at class) - Tutoring Reflection Log for Sessions 3 and 4 Due Sun 9/13/15</td>
</tr>
<tr>
<td>7 10/6/15</td>
<td><strong>Tutoring Session #5</strong> Assessing Comprehension Improving Comprehension</td>
<td>Chapter 22</td>
<td>- Lesson Plan #5 (due at class)</td>
</tr>
<tr>
<td>8 10/13/15</td>
<td><strong>Tutoring Session #6</strong> Specific Oral Reading Difficulties Miscue Analysis</td>
<td>Chapter 23-29</td>
<td>- Lesson Plan #6 (due at class) - Tutoring Reflection Log for Sessions 5 and 6 Due Sun 9/20/15</td>
</tr>
<tr>
<td>9 10/20/15</td>
<td><strong>Tutoring Session #7</strong> Writing review Final assessments</td>
<td></td>
<td>- Lesson Plan #7 (due at class)</td>
</tr>
<tr>
<td>10 10/27/15</td>
<td><strong>Tutoring Session #8</strong> Assimilating results Communicating with Parents Case Report</td>
<td></td>
<td>- Tutoring Reflection Log for Sessions 7 and 8 Due Sun 9/27/15</td>
</tr>
<tr>
<td>Due 11/1/15</td>
<td>Final Case Study and Parent Letter</td>
<td></td>
<td>- Tutoring Case Report: Final Draft (Electronic copy) DUE: Sunday, November 1 by 11:59 p.m.</td>
</tr>
</tbody>
</table>
EDRD 511 Field Experience Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Correlated to IRA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutor</strong></td>
<td>• Complete all hours of 1-1 tutoring sessions.</td>
<td>• Complete most hours of 1-1 tutoring sessions.</td>
<td>• Complete few hours of 1-1 tutoring.</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>• All sessions based on a lesson plan prepared in advance.</td>
<td>• Most sessions based on lesson plans prepared in advance; some lessons not prepared in advance.</td>
<td>• Few sessions based on lesson plans prepared in advance; or lessons not prepared in advance.</td>
<td></td>
</tr>
<tr>
<td><strong>Write Assessment and Lesson Logs</strong></td>
<td>• Use ongoing assessment of instruction to develop succeeding lessons.</td>
<td>• Use some ongoing assessment of instruction to develop succeeding lessons.</td>
<td>• Little use of ongoing assessment of instruction to develop succeeding lessons.</td>
<td>3.3</td>
</tr>
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<td></td>
<td>• Write detailed observations and inferences on tutoring sessions.</td>
<td>• Write observations and inferences on tutoring sessions.</td>
<td>• Lack of observations and inferences on tutoring sessions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Regularly form and check hypotheses about student reading behaviors.</td>
<td>• Sometimes form and check hypotheses about student reading behaviors.</td>
<td>• Lack of hypotheses about student reading behaviors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Regularly utilize instructor feedback and course readings to inform instructional decisions.</td>
<td>• Sometimes utilize instructor feedback and course readings to inform instructional decisions.</td>
<td>• Utilize instructor feedback and course readings to inform instructional decisions.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflect on Tutoring Sessions</strong></td>
<td>• Show attention to student strengths and how they can be used to address student needs.</td>
<td>• Show some attention to student strengths and how they can be used to address student needs.</td>
<td>• Show little or no attention to student strengths and how they can be used to address student needs.</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>• Show evidence of monitoring instruction based on following student cues.</td>
<td>• Show some evidence of monitoring instruction based on following student cues.</td>
<td>• Show little or no evidence of monitoring instruction based on following student cues.</td>
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<td></td>
<td>• Evaluate appropriateness and effectiveness of methods.</td>
<td>• Evaluate appropriateness and effectiveness of methods some of the time.</td>
<td>• Evaluate appropriateness and effectiveness of methods rarely or none of the time.</td>
<td></td>
</tr>
<tr>
<td><strong>Write Tutoring Summary</strong></td>
<td>• Write a complete tutoring summary about tutoring sessions that features: assessment results, strengths and needs of student, instructional decisions during tutoring, clear use of data from logs, and assessments.</td>
<td>• Write a tutoring summary about tutoring sessions that features some of the following: assessment results, strengths and needs of student, instructional decisions during tutoring, clear use of data from logs, and assessments.</td>
<td>• Write a tutoring summary about tutoring sessions that features few of the following: assessment results, strengths and needs of student, instructional decisions during tutoring, clear use of data from logs, and assessments.</td>
<td>3.1 3.3 3.4</td>
</tr>
<tr>
<td><strong>Use and Interpret Variety of Informal Assessments</strong></td>
<td>Administer, score and interpret a variety of informal assessments, including: Interest, attitude, and motivation surveys; Informal Reading Inventories; Miscue Analysis; Running Record; Phonics Assessment; Holistic Fluency Assessment.</td>
<td>Administer, score and interpret some informal assessments.</td>
<td>Administer, score and interpret few or no informal assessments.</td>
<td>3.1</td>
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</tbody>
</table>

**IRA Standard 3 Assessment, Diagnosis, and Evaluation.** Candidates use a variety of assessment tools and practices to plan effective instruction. As a result, they are able to demonstrate the ability to: 3.1 Use a wide range of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies and also include technology-based assessment tools; 3.3 Use assessment information to plan and revise effective instruction for all students; 3.4 Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policy-makers, policy officials, community, etc.).
CASE STUDY and REFLECTION POINTS:
Be sure to talk about the strengths of your student and how those can be used to build on future learning in reading.

What did the reader do when unknown words were encountered?
- Made no attempts
- Asked for help
- Used letter/sound knowledge
  - Blend, segment and take apart unknown word
- Used structure/syntax/context
- Skipped it and continued reading
- Looked at pictures
- Used meaning
- Tried again

How often did the reader attempt to self-correct?

When the reader did self-correct, which cues were used: letter/sound or meaning or structure/context?

Talk about the following:
- Reader strengths in literal and inferential comprehension questions
- Ability to visualize
- Ability to ask questions to clarify
- Ability to recall and retell (both orally and in writing)
  - Includes information directly stated in the text
  - Includes inferential information
  - Connects background knowledge with the text
- Is individualistic or creative
- Has the ability to organize or compose a paragraph
- Demonstrates mechanics of writing
  - Letter formation
  - Use of punctuation
  - Spelling indicates knowledge of phonics
- Can identify main idea
- Can recall details and sequences
- Can summarize

Sight word vocabulary and can state the meaning of a word
- Ability to make predictions
- Ability to decode familiar and unfamiliar words
- Ability to make text-to-text/text-to-self/text-to-world connections

During oral reading, what were the most common errors:
- Omissions
- Insertions
- Substitutions
- Had to be told the word

Uses expression and fluency in reading
- Shows enjoyment of reading
CASE STUDY OUTLINE

Introduction
Tell about the student
Circumstances/times/location
Why /how selected to participate in this tutoring program
Level to start DIBELS

Informal Assessments
Interest Inventory
Informal Reading Inventory
Running Record
Vocabulary Assessments
Comprehension
Predictions
Literal and Inferential and Higher Level Questions
Main Idea
Summarizing
Writing
Sentences
Paragraphs
Topic Sentence
Supporting Details
Fluency
Weekly fluency results
Oral retell
Holistic evaluation
Other – (things you developed)

Strengths (and evidence)

Needs (and evidence)

Summary Include DIBELS test before/after
Level before/after
Grade level benchmark met/unmet