



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences
School of Special Education

Denver Public Schools PDU in partnership with UNC Extended Campus

EDSE 508-960: Workshop: Structured Literacy: Assessment, Root Cause Analysis & Body of Evidence
Course 1/2 for DPS Certificate of Structured Literacy
Spring 2021

Course Location: Schoology/Zoom

Email: holly_hill@dpsk12.org

Course Credits: 3 hours

Course Dates: January 12-April 27

Pre/Co-Requisites: N/A

Catalog Description: Updating skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies.

Course Description: This course is designed for current mild/moderate special education teachers and current general teachers and interventionists to expand their knowledge of Structured Literacy with regards to assessment, root cause analysis and body of evidence in working with students who have been diagnosed with a specific learning disability. If you are a K-3 educator and are interested in using this course to fulfill the CDE K-3 Evidence-Based Reading training requirement, please go to CDE-approved Undergraduate or Graduate Reading Course | CDE. Note that you will need to submit the necessary application. At this time CDE has not pre-approved any graduate courses thus you will need to submit the application.

Purpose of the Course: Through this course, educators will gain an understanding of the elements and principles of structured literacy and how through assessment protocols and root cause analysis, we can come to a body of evidence that not only informs for eligibility but also paves the way for direct, explicit and structured intervention.

Required Texts and Materials:

Birsh, J. and Carreker, S. (2018). *Multisensory Teaching of Basic Language Skills (4th Ed.)*. Brookes Publishing.

Course Objectives:

1. Identify the elements and principles of Structured Literacy and how they are interrelated in both assessment and intervention.

2. Explain the Hierarchy of Language Acquisition in Reading and Writing and how it correlates with Structured Literacy.
3. Describe how brain research has given us new insight into the pathways and processes of those who have difficulty learning to read and write.
4. Understand root cause analysis and be able to apply to a student case study.
5. Create a body of evidence for a student case study that incorporates root cause analysis, structured literacy and brain research.
6. Create a visual representation (action plan) for both a student and parent of how, given structured literacy, the student will be able to meet his/her IEP goals.
7. List a variety of resources for supporting literacy growth during the summer months for a specific grade level or student group with structured literacy at its core.

Course Outline:

DATE	Assigned Readings	Alignment to the Colorado Elementary Education Endorsement	Assignments
		<p>Alignment to the Colorado Elementary Education Endorsement</p> <p><u>CO READ Act K-3 Minimum Competencies</u></p>	
1/12/21	Chapter 2: Structured Literacy Setting the Framework with the Hierarchy of Language Acquisition	Section I: Child Development	Pre-Survey completed in class
1/19/21	Chapter 3, 4 and 5: Oral Language, Pre-Kinder Literacy, and Alphabet Knowledge, Letter Recognition, Naming and Sequencing The Principles and Elements of SL Schoology Class/View Videos, Assignment and Discussion.	Section J: Administration and Interpretation of Assessment: 1 CCR 301-101, 4.02 (7) Section K: Literacy Development: 1 CCR 301-101, 4.02 (5)	Full completion on-line.
1/26/21	Chapter 6: Phonemic Awareness The Glue that Binds Class presentations	Section L: Phonology Development: 1 CCR 301-101 Structure of Language - Phonology: 1 CCR 301-101	Three-dimensional representation of HLA and SL due in class
2/2/21	Brain Research: What We Know and How It Informs Practice Schoology Class/View Videos, Assignment and Discussion	Section I: Child Development Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7)	Posts are graded per rubric

		Section K: Literacy Development: 1 CCR 301-101, 4.02 (5)	
2/9/21	Chapter 7: Assessment of Reading Skills Getting to Root Cause: The Why and How	Section I: Child Development Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7) Section K: Literacy Development: 1 CCR 301-101, 4.02 (5) Section L: Phonology Development: 1 CCR 301-101 Structure of Language - Phonology: 1 CCR 301-101 Section M: Phonics and Word Recognition Development: 1 CCR 301-101, 4.02 (9) Structure of Language - Orthography: 1 CCR 301-101 Section N: Fluency Development: 1 CCR 301-101, 4.02 (10) Section O: Vocabulary Development: 1 CCR 301-101 Structure of Language - Semantics: 1 CCR 301-101 Structure of Language - Morphology: 1 CCR 301-101	Start root cause analysis case study

		<p>Section P: Text Comprehension Development: 1 CCR 301-101, 4.02 (12)</p> <p>Section Q: Structure of Language - Additional: 1 CCR 301-101, 4.02 (6)</p> <p>Discourse Organization</p>	
2/16/21	<p>Chapter 10: Assessing and Teaching Spelling: A Window into Reading</p> <p>Chapter 17: Composition: Evidence-Based Instruction</p> <p>Getting to Root Cause: The Why and How</p>	<p>Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7)</p> <p>Section M: Phonics and Word Recognition Development: 1 CCR 301-101, 4.02 (9)</p> <p>Structure of Language - Orthography: 1 CCR 301-101</p> <p>Section O: Vocabulary Development: 1 CCR 301-101</p> <p>Structure of Language - Semantics: 1 CCR 301-101</p> <p>Structure of Language - Morphology: 1 CCR 301-101</p> <p>Section Q: Structure of Language - Additional: 1 CCR 301-101, 4.02 (6)</p> <p>Discourse Organization</p>	Incorporate spelling assessment into Root Cause Analysis
2/23/21	Presentation of Root Cause Analysis: Small Group Reflection with Rubric	<p>Section I: Child Development</p> <p>Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7)</p>	Root Cause Analysis Case Study Due

Section K: Literacy
Development: 1 CCR
301-101, 4.02 (5)

Section L: Phonology
Development: 1 CCR
301-101

Structure of Language -
Phonology: 1 CCR 301-
101

Section M: Phonics and
Word Recognition
Development: 1 CCR
301-101, 4.02 (9)

Structure of Language -
Orthography: 1 CCR
301-101

Section N: Fluency
Development: 1 CCR
301-101, 4.02 (10)

Section O: Vocabulary
Development: 1 CCR
301-101

Structure of Language -
Semantics: 1 CCR 301-
101

Structure of Language -
Morphology: 1 CCR 301-
101

Section P: Text
Comprehension
Development: 1 CCR
301-101, 4.02 (12)

Section Q: Structure of
Language - Additional: 1
CCR 301-101, 4.02 (6)

Discourse Organization

3/2/21	<p>Dyslexia: Assessment and BOE</p> <p>What We Miss!</p>	<p>Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7)</p> <p>Section M: Phonics and Word Recognition Development: 1 CCR 301-101, 4.02 (9)</p> <p>Structure of Language - Orthography: 1 CCR 301-101</p> <p>Section O: Vocabulary Development: 1 CCR 301-101</p> <p>Structure of Language - Semantics: 1 CCR 301-101</p> <p>Structure of Language - Morphology: 1 CCR 301-101</p> <p>Section Q: Structure of Language - Additional: 1 CCR 301-101, 4.02 (6)</p> <p>Discourse Organization</p>	
3/9/21	<p>SLD/Dyslexia: Body of Evidence CDE and DPS</p> <p>Guest Speaker</p>	<p>Section I: Child Development</p> <p>Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7)</p> <p>Section K: Literacy Development: 1 CCR 301-101, 4.02 (5)</p> <p>Section L: Phonology Development: 1 CCR 301-101</p>	<p>Q and A for Body of Evidence</p>

		<p>Structure of Language - Phonology: 1 CCR 301-101</p> <p>Section M: Phonics and Word Recognition Development: 1 CCR 301-101, 4.02 (9)</p> <p>Structure of Language - Orthography: 1 CCR 301-101</p> <p>Section N: Fluency Development: 1 CCR 301-101, 4.02 (10)</p> <p>Section O: Vocabulary Development: 1 CCR 301-101</p> <p>Structure of Language - Semantics: 1 CCR 301-101</p> <p>Structure of Language - Morphology: 1 CCR 301-101</p> <p>Section P: Text Comprehension Development: 1 CCR 301-101, 4.02 (12)</p> <p>Section Q: Structure of Language - Additional: 1 CCR 301-101, 4.02 (6)</p> <p>Discourse Organization</p>	
3/16/21	<p>Chapter 18: Designing and Planning MSL Lessons</p> <p>Structured Literacy in Action</p>	<p>Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7)</p> <p>Section M: Phonics and Word Recognition Development: 1 CCR 301-101, 4.02 (9)</p>	Body of Evidence Due

		<p>Structure of Language - Orthography: 1 CCR 301-101</p> <p>Section O: Vocabulary Development: 1 CCR 301-101</p> <p>Structure of Language - Semantics: 1 CCR 301-101</p> <p>Structure of Language - Morphology: 1 CCR 301-101</p> <p>Section Q: Structure of Language - Additional: 1 CCR 301-101, 4.02 (6)</p> <p>Discourse Organization</p>	
3/23/21	<p>Framing the Action Plan: Putting It All Together!</p> <p>A Model Shared</p>	<p>Section I: Child Development</p> <p>Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7)</p> <p>Section K: Literacy Development: 1 CCR 301-101, 4.02 (5)</p> <p>Section L: Phonology Development: 1 CCR 301-101</p> <p>Structure of Language - Phonology: 1 CCR 301-101</p> <p>Section M: Phonics and Word Recognition Development: 1 CCR 301-101, 4.02 (9)</p>	

		<p>Structure of Language - Orthography: 1 CCR 301-101</p> <p>Section N: Fluency Development: 1 CCR 301-101, 4.02 (10)</p> <p>Section O: Vocabulary Development: 1 CCR 301-101</p> <p>Structure of Language - Semantics: 1 CCR 301-101</p> <p>Structure of Language - Morphology: 1 CCR 301-101</p> <p>Section P: Text Comprehension Development: 1 CCR 301-101, 4.02 (12)</p> <p>Section Q: Structure of Language - Additional: 1 CCR 301-101, 4.02 (6)</p> <p>Discourse Organization</p>	
4/6/21	Action Plans: Shared with Partner and Feedback	<p>Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7)</p> <p>Section M: Phonics and Word Recognition Development: 1 CCR 301-101, 4.02 (9)</p> <p>Structure of Language - Orthography: 1 CCR 301-101</p> <p>Section O: Vocabulary Development: 1 CCR 301-101</p>	Action Plan Due

		<p>Structure of Language - Semantics: 1 CCR 301-101</p> <p>Structure of Language - Morphology: 1 CCR 301-101</p> <p>Section Q: Structure of Language - Additional: 1 CCR 301-101, 4.02 (6)</p> <p>Discourse Organization</p>	
4/13/21	<p>The Appendix: Resources</p> <p>Planning for Summer and 2021 School Year</p>	<p>Section I: Child Development</p> <p>Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7)</p> <p>Section K: Literacy Development: 1 CCR 301-101, 4.02 (5)</p> <p>Section L: Phonology Development: 1 CCR 301-101</p> <p>Structure of Language - Phonology: 1 CCR 301-101</p> <p>Section M: Phonics and Word Recognition Development: 1 CCR 301-101, 4.02 (9)</p> <p>Structure of Language - Orthography: 1 CCR 301-101</p> <p>Section N: Fluency Development: 1 CCR 301-101, 4.02 (10)</p>	

		<p>Section O: Vocabulary Development: 1 CCR 301-101</p> <p>Structure of Language - Semantics: 1 CCR 301-101</p> <p>Structure of Language - Morphology: 1 CCR 301-101</p> <p>Section P: Text Comprehension Development: 1 CCR 301-101, 4.02 (12)</p> <p>Section Q: Structure of Language - Additional: 1 CCR 301-101, 4.02 (6)</p> <p>Discourse Organization</p>	
4/20/21	Presentation of Resources for Supporting Summer Growth and Reflection	<p>Section J: Administration and Interpretation of Assessments: 1 CCR 301-101, 4.02 (7)</p> <p>Section M: Phonics and Word Recognition Development: 1 CCR 301-101, 4.02 (9)</p> <p>Structure of Language - Orthography: 1 CCR 301-101</p> <p>Section O: Vocabulary Development: 1 CCR 301-101</p> <p>Structure of Language - Semantics: 1 CCR 301-101</p> <p>Structure of Language - Morphology: 1 CCR 301-101</p>	Resources for Supporting Summer Growth Due

		Section Q: Structure of Language - Additional: 1 CCR 301-101, 4.02 (6) Discourse Organization	
4/27/21	Our Next Steps: Planning for Course II: Building Off Our Foundation		Final Assessment Complete Post Survey Completion Due

Course Requirements:

- a. Mandatory Attendance for all classes (15 classes)-unless specific excused absence
- b. Pre/Post Surveys: Mandatory completion.
- c. In a three-dimensional model that you create (physical or computer based) explain how your Hierarchy of Language Acquisition in Reading and Writing correlates with Structured Literacy. See rubric with clear expectations.
- d. Discussion of **how** brain research correlates with Structured Literacy and the Hierarchy of Language Acquisition in Reading and Writing. Posts must follow rubric expectations.
- e. Root Cause Analysis Case Study. See rubric.
- f. Body of Evidence with Root Cause Analysis, Brain Research and Structured Literacy. See rubric
- g. Action Plan for both a student and parent to meet IEP goals. See rubric.
- h. Resources for Supporting Summer Growth using Structured Literacy.

Each requirement is worth up to 100 points. Total of 800 points.

Grading Scale:

- A= 800-700 points
- B= 699-600 points
- C= 599-500 points
- D=below 499 points

UNC Policies:

UNC’s policies and recommendations for academic misconduct will be followed. Consult your student handbook for university policies on student conduct in the classroom and online, cheating, plagiarism, and other academic expectations (<https://www.unco.edu/dean-of-students/>).

Disability Resources:

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center to request accommodations. Office 970-351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>.

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.

Short Term Courses:

Special Term Courses do not meet during a typical semester (begin or end earlier or later). These courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to “special term/short course deadlines” from this link: <http://www.unco.edu/registrar/current-students/course-add-drop.aspx>, to learn the dates for this course. To drop or withdraw, you must contact the Registrar’s Office at 970-352-2231.

Requesting Transcripts:

There are two options for requesting transcripts. For an unofficial transcript on your Student tab in URSA, choose “Unofficial transcript” located under the “Grades” heading. For an official transcript, go to <http://www.unco.edu/registrar/etranscripts.aspx>.

Billing:

You will be billed via UNC’s Bear e-mail. You will have needed to activate your Bear e-mail to access the billing statement.