UNIVERSITY OF MARYLAND

UNIVERSITY OF MARYLAND DEPARTMENT OF SPECIAL EDUCATION
EDSP 416/616 READING & WRITING
SPRING 2016
Wednesdays 1:15-4:00

Instructor	**Teaching Assistant**
Dr. Rebecca Silverman	Anna Meyer Hartranft
Office: 1311D Benjamin Building	Office: 1220 Benjamin Building
Email: rdsilver@umd.edu	Email: agmeyer@umd.edu
Office Hours: M 11-12	Office Hours: M 12-1

Please email to schedule a time to meet in person if you cannot make it to office hours.
Please use our umd.edu emails for correspondence.

Course Description

EDSP 416/616 is the second course in the Special Education Reading and Writing course sequence. EDSP 443, the first course in the sequence, focuses on processes and acquisition of reading and writing related skills. Both EDSP 416/616 and 484/684 focus on instruction and materials. EDSP 415/615 focuses on assessment. (See the MSDE reading course requirements: http://www.marylandpublicschools.org/msde/divisions/certification/progapproval/RC.htm.) EDSP 416/616 addresses instruction and materials in grades 1-4. EDSP 484/684 addresses instruction and materials in grades 5-8. Both classes emphasize the importance of evidence-based practice within an RTI framework. Both classes also emphasize support for students who are at risk or have disabilities.

This year, for the first time, EDSP 415/615 and EDSP 416/616, which are taken simultaneously, will be connected through a joint tutoring program. UMD students will assess (EDSP 415/615) and provide instruction (EDSP 416/616) for first grade students at a local public elementary school. The tutoring program is meant to provide an opportunity for UMD students to practice the skills they are learning while also providing a free service to the community. Assignments in EDSP 415/615 and EDSP 416/616 will overlap somewhat, but, in general, assignments related to instruction (e.g., lesson plans) will be graded as part of EDSP 416/616 and assignments related to assessment (e.g., assessment reports) will be graded as part of EDSP 415/615.

Note that this class follows EDSP 411 in which you learned about Universal Design for Learning, EDSP 413 in which you learned about Behavior Management, EDSP 451 in which you learned about differentiation and accommodations/modifications, and EDSP 443 in which you learned about the linguistic foundations of reading and writing. It is assumed you will apply knowledge gained from those classes in this class. There may be some review, but you are expected to have already covered these topics in depth in other classes.

Course Format

The course combines on campus coursework with off campus practical experience through a tutoring program. Campus coursework will include lectures and large and small group discussions. Off campus practical experience will include hands-on and collaborative learning.

Tutoring Program
This semester, UMD students in EDSP 416/616 and EDSP 415/615 will be participating in a tutoring program at Berwyn Heights Elementary School. See the following two links for more information about the school:
http://www1.pgcps.org/berwynheights
http://reportcard.msde.maryland.gov/Entity.aspx?k=162109
UMD students will work one-on-one with select first graders whose teachers have determined need extra support in reading and writing.

UMD students will tutor at the school from 1:45-2:45 roughly once per week according to the schedule below. UMD students will meet as a group at the school directly after tutoring to debrief about tutoring sessions.

Date	Activity
Monday, 2/22	UMD students meet at Berwyn Heights (BH) to meet Dr. Singer and the teachers as well as the students. (This will serve as a "practice run" for UMD students to get familiar with where to go and who the key players are.)
Wednesday, 2/24	UMD students meet with BH tutees for introductory lesson with Read Aloud /pre-testing
Wednesday, 3/2	UMD students meet with BH tutees for Lesson 1 (PM1)
Wednesday, 3/9	UMD students meet with BH tutees for Lesson 2 (PM2)
Wednesday, 3/16	UMD spring break so no tutoring
Wednesday, 3/23	UMD students meet with BH tutees for Lesson 3 (PM3)
Wednesday, 3/30	PGCPS spring break so no tutoring
Wednesday, 4/6	UMD students meet with BH tutees for Lesson 4 (PM4)
Wednesday, 4/13	UMD students meet with BH tutees for Lesson 5 (PM5)
Wednesday, 4/20	UMD students meet with BH tutees for Lesson 6 (PM6)
Wednesday, 4/27	UMD students meet with BH tutees for Lesson 7 (PM7)
Monday, 5/2	UMD students meet with BH tutees for Lesson 8 (PM8)
Wednesday, 5/4	UMD students meet with BH tutees for closing lesson with Interactive Writing/post-testing

PM = Progress Monitoring Assessment

Transportation: The UMD Shuttle http://www.transportation.umd.edu/schedules.html 139 NASA Goddard route stops at Pontiac Street and 63rd Avenue, roughly a block and a half from Berwyn Heights Elementary School located at 6200 Pontiac Street in Berwyn Heights, MD. If students leave Stamp Student Union on the 1:05 shuttle, they should arrive at Berwyn Heights around 1:30. If students leave Berwyn Heights around 3:15, they should arrive back at Stamp Student Union around 3:30/3:45. Please alert Dr. Silverman if this schedule will not work for you.

Professionalism: Students working in schools are expected to behave professionally. Professional behavior in schools includes being timely, dressing appropriately, being respectful and courteous, following school rules, and maintaining confidentiality of teachers and students. See Foundational Competencies for additional information on expectations for professionalism in schools.

Course Schedule

Monday				Wednesday			
Date	Time	Class	Location	Date	Time	Class	Location
1/25	Snow Day			1/27	1:15-4	415-615 416-616	BEN2119
2/1	1:15-4	416-616	TYD1114	2/3*	1:15-4	416-616	BEN2119
2/8	No Class^			2/10	1:15-4	415-615	BEN2119
2/15	1:15-4	416-616	TYD1114	2/17	1:15-4	415-615	BEN2119
2/22	1:45-3:00	Tutoring: Meet & Greet	BH	2/24	1:45-3:00	Tutoring: Intro and Pre-Test	BH
2/29	1:15-2:30 2:45-4:00	416-616 415-615	TYD1114	3/2	1:45-3:00	Tutoring: Lesson 1 PM 1	BH
3/7	1:15-2:30 2:45-4:00	416-616 415-615	TYD1114	3/9	1:45-3:00	Tutoring: Lesson 2 PM 2	BH
3/14	UMD Spring Break			3/16	UMD Spring Break		
3/21	1:15-2:30 2:45-4:00	416-616 415-615	TYD1114	3/23	1:45-3:00	Tutoring: Lesson 3 PM 3	BH
3/28	1:15-2:30 2:45-4:00	416-616 415-615	TYD1114	3/30	1:15-2:30 2:45-4:00	416-616 415-615	BEN2119
4/4	1:15-2:30 2:45-4:00	416-616 415-615	TYD1114	4/6	1:45-3:00	Tutoring: Lesson 4 PM 4	BH
4/11	1:15-2:30 2:45-4:00	416-616 415-615	TYD1114	4/13	1:45-3:00	Tutoring: Lesson 5 PM 5	BH
4/18	1:15-2:30 2:45-4:00	416-616 415-615	TYD1114	4/20	1:45-3:00	Tutoring: Lesson 6 PM 6	BH
4/25	1:15-2:30 2:45-4:00	416-616 415-615	TYD1114	4/27	1:45-3:00	Tutoring: Lesson 7 PM 7	BH
5/2	1:45-3:00	Tutoring: Lesson 8 PM 8	BH	5/4	1:45-3:00	Tutoring: Closing and Pre-Test	BH
5/9	1:15-4:00	416-616 415-615	TYD1114				

*Students will complete an online CBM training this week for 415-615.

^Students will watch the Book Buddies videos this week for 416-616.

Note. WDS = Woods Hall, BEN = Benjamin, BH = Berwyn Heights Elementary School.

Required Texts

Bursuck, W. D. & Damer, M. (2015). Teaching Reading to Students Who Are At Risk or Have Disabilities: A Multi-Tier, RTI Approach. Upper Saddle River, NJ: Pearson. [B&D]

Johnston, F. R., Invernizzi, M., Juel, C., & Lewis-Wagner, D. (2009). Book Buddies: A Tutoring Framework for Struggling Readers. New York, NY: Guilford. [BB]

Additional Readings (Posted on ELMS)

MacArthur, C. (2009). Writing disabilities: An overview.
http://www.readingrockets.org/article/writing-disabilities-overview

Moats, L. & Tomlin, C. (2009). Types of reading disability.
http://www.readingrockets.org/article/types-reading-disability

Fisher, D., & Frey, N. (2012). Close Reading in Elementary Schools. *Reading Teacher*, *66*(3), 179-188.

Flynn, K. S. (2011). Developing Children's Oral Language Skills through Dialogic Reading: Guidelines for Implementation. *TEACHING Exceptional Children*, *44*(2), 8-16.

Zucker, Ward, & Justice (2009). Print Referencing During Read-Alouds: A Technique for Increasing Emergent Readers' Print Knowledge. *Reading Teacher, 63*(1), 62–72.

Glasswell, K., & Ford, M. P. (2010). Teaching Flexibly with Leveled Texts: More Power for Your Reading Block. *Reading Teacher*, *64*(1), 57-60.

Benedict, A. E., Park, Y., Brownell, M. T., Lauterbach, A. A., & Kiely, M. T. (2013). Using Lesson Study to Align Elementary Literacy Instruction within the RTI Framework. *TEACHING Exceptional Children*, *45*(5), 22-30.

Bianco, S. D. (2010). Improving Student Outcomes: Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model. *TEACHING Exceptional Children Plus*, *6*(5).

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/ wwc/publications_reviews.aspx#pubsearch.

Harris, K. R., Graham, S., Friedlander, B., & Laud, L. (2013). Bring Powerful Writing Strategies Into Your Classroom! Why and How. *Reading Teacher*, *66*(7), 538-542.

Johnson, E. S., Hancock, C., Carter, D. R., & Pool, J. L. (2013). Self-Regulated Strategy Development as a Tier 2 Writing Intervention. *Intervention In School And Clinic*, *48*(4), 218-222.

Klingner, J. K., & Edwards, P. A. (2006). Cultural Considerations with Response to Intervention Models. *Reading Research Quarterly*, *41*(1), 108-117.

McIntyre, E., & Hulan, N. (2013). Research-Based, Culturally Responsive Reading Practice in Elementary Classrooms: A Yearlong Study. *Literacy Research And Instruction*, *52*(1), 28-51.

Lipson, M. Y., & Wixson, K. K. (2012). To What Interventions Are Students Responding?. *Reading Teacher*, *66*(2), 111-115.

Musti-Rao, S., Cartledge, G., Bennett, J. G., & Council, M. (2015). Literacy Instruction Using Technology with Primary-Age Culturally and Linguistically Diverse Learners. *Intervention In School And Clinic*, *50*(4), 195-202.

Watts-Taffe, S., Laster, B. P., Broach, L., Marinak, B., Connor, C. M., & Walker-Dalhouse, D. (2013). Differentiated Instruction: Making Informed Teacher Decisions. *Reading Teacher*, *66*(4), 303-314.

Additional Resources
Center on Response to Intervention: http://www.rti4success.org/
CEC Evidence Based Practice Resources: https://www.cec.sped.org/Standards/Evidence-Based-Practice-Resources-Original
Florida Center for Reading Research: http://www.fcrr.org/
IRIS Website: http://iris.peabody.vanderbilt.edu/index.html
National Center on Intensive Intervention: http://www.intensiveintervention.org/
Reading A to Z: https://www.readinga-z.com/
Reading Rockets Website: http://www.readingrockets.org/
Read Write Think http://www.readwritethink.org/
Understood.org https://www.understood.org/en
Vaughn Gross Center Materials http://www.meadowscenter.org/vgc/materials/default.asp
What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/

Course Website
Course presentations and materials are posted on the course website at https://myelms.umd.edu/. All presentations and materials used in class will be available on the course website by the start of each class. Feel free to bring a tablet or laptop to class to access and takes notes on PowerPoint slides. Some essential information will be presented in class only, and you will need to take notes beyond what is provided on the slides. Please note that I may make changes to PowerPoint presentations after I post them. Documents relating specifically to tutoring will be on a separate website at https://myelms.umd.edu/ to which you will be invited.

Professional Standards

This course addresses many professional standards for special education teachers. The course content covers **Maryland State Department of Education Priorities on Accommodations, Modifications, and Adaptations** that relate to the teaching of reading and writing as well as **Council for Exceptional Children (CEC), The Interstate Teacher Assessment and Support Consortium (InTASC)** Standards and **The College of Education Conceptual Framework (CF)** in terms of Knowledge and Emerging Commitments.

Assignment	CEC	InTASC	CF
Class Participation	7	9, 10	Professional Conduct
Read Aloud Assignment (RA)	3, 5	4, 5, 7, 8	Pedagogy
Lesson Plans (LP1-LP8)	1, 3, 5	4, 5, 7, 8	Learners, Pedagogy
Case Study (CS)	1, 3, 5	1, 2, 4, 5, 6, 7	Learners, Pedagogy
Self-Reflection Journal (JL)	6	9	Reflection

Maryland Teacher Technology Standards
Through class activities and specifically in the lesson plan and case study assignments for class, M.Ed. certification students use Canvas to communicate with the instructor and with each other. This expectation fulfills the following Maryland Teacher Technology Standard from MSDE (*Individual Technology Development Plan Professional*):
II. Communication
A.) Use technology effectively and appropriately to interact electronically.
B.) Use technology to communicate information in a variety of formats.

College of Education Foundational Competencies Policy
The policy specifies professional criteria expected of all Teacher Candidates. ***Performance that meets Foundational Competencies is expected across all professional settings, including university-based coursework and field placements***. Each Teacher Candidate and University Supervisor complete the Foundational Competencies evaluation at the end of each field placement experience. Additional evaluation forms may be completed if concerns arise in any professional setting and be reviewed along with candidates' performance across all program requirements and coursework. Continuation in EDSP teacher certification program depends on satisfactory completion of all coursework and satisfactory ratings on Foundational Competencies.

Foundational Competencies and Tutoring
This course is co-taught with EDSP 415-615 and includes a tutoring component through a partnership with a local elementary school, Berwyn Heights. For all students working in schools, professional behavior is expected. This includes maintaining confidentiality of students and teachers with whom you work, and being timely, courteous and respectful of school rules. Students are expected to wear professional attire on the days when working in schools.

General Policies

Academic Integrity

The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Students who are uncertain as to what constitutes academic dishonesty should consult the publication Academic Dishonesty found at: http://www.testudo.umd.edu/soc/dishonesty.html or the Student Honor Council, visit www.shc.umd.edu which defines Academic Dishonesty as any of the following acts:

1. Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*.
4. Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Academic dishonesty may take many forms. Examples of academic dishonesty include, but are not limited to, the following:

- Buying, selling, or trading papers, projects, or other assignments;
- Using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
- Plagiarizing and/or submitting the work of another as your own;
- Fabricating information, references, or citations;
- Facilitating dishonest acts of others pertaining to academic work;
- Possessing unauthorized examinations;
- Submitting, without instructor permission, work previously used;
- Tampering with the academic work of another person;
- Ghosting-taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
- Any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
- Any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible); and
- Forging a faculty member's or administrator's signature on any card, form, or document.

The University of Maryland Honor Pledge reads: *I pledge on my honor that I have not given or received any unauthorized assistance on this assignment or examination. Please include this pledge on all assignments you submit for class.*

Student Conduct

If a student displays disorderly or disruptive behaviors in class or poses a concern for violence, he or she will be referred to the Office of Student Conduct – this may result in being charged under the University's Code of Student Conduct and/or be referred for counseling, if appropriate.

Academic Writing
Because communication is a central skill of effective educators, you will be held to high standards in your writing. You are expected to follow the professional writing standards and citation format of the American Psychological Association (APA) Style Guide Version 6. **Assignments should be carefully edited for spelling, usage, and clarity before submission. Failure to do so will result in a penalized grade.**

Accommodations for Students with Disabilities
If you have disability that requires accommodations and is documented with the Disability Support Service, you must hand in documentation by the second class. For information on accommodations, visit www.counseling.umd.edu/DSS.

Assistance for Students with Learning Needs or Students in Distress
The Learning Assistance Service (LAS), a division of the Counseling Center, provides support with study skills, time management, and academic writing. Please contact LAS if you need help: http://www.counseling.umd.edu/LAS/. The Counseling Center also provides resources and referrals to students who experience difficulties that affect their academic performance or campus life. Please contact the Counseling Center if you need help: http://www.counseling.umd.edu/.

Attendance
Attendance will be recorded for each class and included in evaluation. **University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation.** Notify Dr. Silverman BEFORE CLASS regarding any absence and, in the case of religious observances, please provide a written notification of the projected absence within two weeks of the start of the semester. Attendance information is found at: http://www.faculty.umd.edu/teach/attendance.html. It is highly recommended to exchange telephone numbers with at least one classmate to obtain notes and follow-up assignments missed during an absence.

Course Evaluation
Participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Grading & Assignment Policies

Grading Policy
In this class, assignments are opportunities for you to consolidate your learning and to demonstrate your understanding on topics discussed in class. Grades will be based on the quality of the a) content and b) writing of the work you submit (so proofread!).

The following grading scale will be used in this class:

100-97 = A+	96-93 = A	90-92 = A-	Excellent Work
89-87 = B+	86-83 = B	80-82 = B-	Good Work
79-77 = C+	76-73 = C	70-72 = C-	Acceptable Work
69-67 = D+	66-63 = D	60-62 = D-	Inadequate Work
Below 60 = F			Unacceptable Work

A+, A, A- denotes excellent mastery of the subject and outstanding scholarship
B+, B, B- denotes good mastery of the subject and good scholarship
C+, C, C- denotes acceptable mastery of the subject
D+, D, D- denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree
F denotes failure to understand the subject and unsatisfactory performance

Quality points will be assigned as follows: A+, A, A- = 4.0; B+, B, B- = 3.0; C+, C, C- = 2.0; D+, D, D- = 1.0; F= 0.0. **Program and course requirements specifying attainment of a C average or a C grade as a minimum standard will be satisfied by earning a grade which is assigned 2 quality points (e.g., C+, C, C-)**.The grades of D+, D, and D- receive no quality points in graduate courses.

Assignment Policies

Specific requirements and scoring rubrics for all assignments are available on ELMS. **All assignments must be submitted by the start of class on the date they are due.**

*Late Assignments***:** Except in the case of unforeseen and extraordinary circumstances, late assignments will be penalized one letter grade per day.
*Extra Credit***:** Each assignment is designed to demonstrate an essential skill of successful literacy instructors; NO opportunities for "extra credit" will be available.
*Resubmission/Revisions***:** Assignments may not be revised & resubmitted for a higher grade. Do your very best the first time. It is your responsibility to familiarize yourself with the assignment requirements and grading rubrics prior to turning in an assignment.
*Request for Feedback***:** Assignment drafts will not be reviewed by the instructor (or teaching assistant) for feedback before submission. Students can ask specific questions about assignments but not submit their assignments for feedback in advance of the final version of them.

Assignments

Assignments	Percentage of Grade	Due Date
Class Participation (CP)	10%	Ongoing Self-Evaluations: 3/20 and 5/13
Read Aloud Assignment (RA)*	10%	Draft: 2/15 Final: 2/26
Quizzes (QU)	10%	2/29, 3/21, 3/30, 4/11, 4/18, 4/25
Lesson Plans (LP1-LP8)*	30%	Ongoing See Schedule for Due Dates
Case Study (CS)*	30%	5/13
Self-Reflection Journal (JL)*	10%	Ongoing Final: 5/13
TOTAL	**100%**	

*Assignments with an asterisk should be submitted to Canvas. Please use this standard file-naming convention: FirstInitial_LastName_AssignmentCode.doc (e.g., R_Silverman_RA.doc). These assignments should be typed in Microsoft Word and, except for the lesson plans, double-spaced. Remember to use pseudonyms for teacher and student names. Use T for teacher and S for student in lesson planning.

Class Participation

Objective: The student will engage in collaboration with the professor and with colleagues to advance his or her professional learning.

Because of the amount of information covered in this course, regular attendance and class contributions are essential.
It is expected that you will:
- Attend all class sessions.
- Come *prepared* by having completed required readings for class.
- Come *prepared* with plans and materials with lessons for the tutoring program.
- Participate and positively contribute in all whole class, small group, or paired discussions & activities.

Please note the following:
- Products of in-class activities (i.e., lesson planning, written responses, exit tickets etc.) may be collected and evaluated.
- Use of electronic devices such as, but not limited to, cell phones, tablet devices, or laptop computers for personal or other non-class related uses during class is strictly prohibited. We will discuss this on the first day of class.
- In the event of an absence, notify the instructor via email in advance. Please note that in most cases the activities missed cannot be "made up".

The following rubric will be used to assess **Class Participation**. Approximately half way through the course, I will ask you to evaluate yourself using the rubric below. I will then provide my evaluation and you will receive an average mid-point participation score. We will repeat the process at the end of the course for another average participation score. The sum of these two will derive your final contributions score. This system should help you monitor the quality of your class contributions.

Class Participation Rubric

	10 - 9	8 - 6	5 - 0
Attendance & Punctuality **Participation** **Preparation**	• Attends <u>every class</u> and <u>always</u> arrives on time. • Consistently respects and adheres to the class schedule including, but not limited to, timed breaks. • <u>Consistently participates fully without prompting in every aspect of class</u> (general class discussion, discussions of readings, simulations, role plays, peer reviews, or other activities). • Does <u>not</u> engage in unrelated conversations or unrelated work. • <u>Phones and other electronic devices are silent for the duration of the class</u>. • Laptop computers, tablets, or other devices are only used to take notes or to access relevant course materials-<u>NOT used for non-course related activities.</u> • Reads <u>every</u> assigned reading and <u>comes to class ready to discuss and provide thoughtful, reflective comments</u> • <u>Always</u> brings required coursework materials to class including course syllabus, text, lesson plans, readings, and additional requested materials.	• Misses no more than 1 or 2 classes during the semester. • Arrives late/leaves early no more than 2 times to class during the semester. • Regularly respects and adheres to the class schedule including, but not limited to, timed breaks. • Regularly participates in every aspect of the class without prompting. • Rarely engages in unrelated conversations and unrelated work. • <u>Phones and other electronic devices are rarely audible.</u> • Laptop computers, tablets, or other devices are used to take notes or to access relevant course materials. Rarely, these devices are <u>used for non-course related activities.</u> • <u>Reads most assigned readings and comes to most classes</u> ready to discuss and provide thoughtful, reflective comments • Regularly brings required coursework materials to class including course syllabus, text, lesson plans, readings, and additional requested materials.	• Frequently misses class. • Frequently arrives late to class (arriving anytime after class start time) or needs to leave early regularly. • Inconsistently respects and adheres to the class schedule including, but not limited to, timed breaks. • Occasionally participates (with or without prompting) in every aspect of class. • Engages in unrelated conversations or work. • Uses electronic devices for non-course related activities during class time. • Frequently comes to class unprepared. This is evident in <u>very infrequent participation</u> in class activities. • Regularly fails to bring coursework materials to class including course syllabus, text, lesson plans, readings, and additional requested materials.
TOTAL OUT OF 10:			

Quizzes

Objective: The student will recall and apply information presented in readings and in class in multiple-choice, fill in the blank, and short answer quizzes.

Throughout the semester, you will take 6 quizzes. Only 5 of the 6 quizzes will count for a grade. Each quiz will be worth 10 points for a total of 100 points for quizzes across the semester.

Read Aloud Assignment

Objective: The student will plan a read aloud using effective instructional strategies to support phonics, vocabulary, and comprehension.

Reads Alouds are powerful tools for supporting various aspects of language and literacy. For the first session of tutoring, you will plan a read aloud using effective strategies for reading aloud including print referencing, dialogic reading, and close reading. The steps of the assignment are as indicated below. Additional information on the assignment, including the format and rubric, will be provided in class and on Canvas.

1. Select a picture book to read to your first grade tutee.
2. Plan a read aloud lesson with before, during, and after reading prompts. Include
    a. explicit vocabulary instruction for 2 target words
    b. 3 Print Referencing prompts in the lesson plan
    c. 2 fluency modeling prompts
    d. 3 Dialogic Reading, Close Reading, or Comprehension Strategy prompts
3. Implement the read aloud lesson with your first grade tutee.
4. Write a reflection on the strengths and needs of your read aloud.

Lesson Plans

Objective: The student will plan and implement instruction using a variety of instructional strategies to support student learning in reading and writing.

In conjunction with the tutoring program for EDSP 416/616 and EDSP 415/615, you will write a series of 8 lesson plans. These lesson plans will follow a set structure:
   I.   Objectives
   II. Behavior Support
   III. Sequence and Description of Instructional Activities
   IV. Evaluation and Evidence
   V.   Reflection and Commentary on Student Progress

A rubric indicating expectations for each section of the lesson plan above will be used for grading and feedback. The rubric will be handed out in class and posted on Canvas. Sections I-III will be scored as part of the grade for EDSP 416-616 and Sections IV-V will be scores as part of the grade for EDSP 415-615. Section III will be weighted heavily for EDSP 416-616. This section will include multiple components (i.e., re-reading, word study, new reading, writing) and focus on several skills (phonics, fluency, vocabulary, comprehension, writing). Sections I-III will be due for grading and feedback on the Friday before tutoring (9 am) on the EDSP 416-616 Canvas site, and the completed lesson plan including Sections IV and V will be due for grading and feedback on the Friday after tutoring (9 am) on the EDSP 415-615 Canvas site. Grading and feedback on the upcoming Sections I-III and the previous Sections IV-V will be provided your instructors (Drs. Silverman for Sections I-III and Cummings for Sections IV and V) by Monday at midnight. Note that you will receive feedback and a grade on only 5 of 8 lesson plans (lessons 1, 2, 4, 6, 8 for some students and lessons 1, 2, 3, 5, 7 for other students).

Case Study

Objective: The student will demonstrate his or her understanding of learner development, learner differences, planning for instruction through a comprehensive case studies derived from his or her experiences tutoring a first grader.

The case study assignment will provide you with an opportunity to bring together all that you have learned in the tutoring program. The case study will include 6 sections:

1. Description of Learner
2. Pre-Test
3. Instruction
4. Post-Test
5. Recommendations for Future Instruction
6. Revised/Completed Lesson Plans

Sections I, II, and IV will be graded for EDSP 415-615. Sections III, V, and VI will be graded for EDSP 416-616. Section I will include background information on your tutee. Section II will include information about the pre-test and initial objectives you set for instruction. Section III will include information about what you did for instruction for each component of the lesson across the 8 lessons you implemented. Section IV will include information about the the progress monitoring measures you administered throughout tutoring and the post-test. Section V will include recommendations for future instruction based on the progress monitoring and post-test data. Section VI will include all of your revised and completed lesson plans that reflect what was done after you received feedback on instruction. Specific requirements for these sections will be given to you by Dr. Cummings and Dr. Silverman later in the semester.

The case study should be formatted in black and white or grayscale with 12-point font, 1" margins, and double spacing. Note that graphs and other figures may use different formats. Sections in the case study should be clearly indicated with headings. The case study should be submitted to both the EDSP 415-615 and the EDSP 416-616 Canvas sites by the deadline.

Self-Reflection Journal

Objective: The student will engage in ongoing professional learning through continual evaluation of his or her practice.

Self-reflection on your teaching will help you consolidate information about what you are doing and why you are doing it when you teach and it will help you identify goals for improving your instruction. For each session that you tutor, you will complete a self-evaluation rubric and reflect on the strengths and needs of your teaching in a self-reflection journal. Then, at the end of the semester, you will submit the journal along with a summary of your overall strengths and needs and you continue your professional development in the future. A format and rubric will be provided in class and posted on Canvas.

Topics to be Covered in Class

Date	Topic(s)	Reading(s) Due
2/1	Introduction to the course and review: Components of reading and writing RTI, instructional enhancements, and other essential concepts Reading and writing difficulties/disabilities	B&D ch 1 MacArthur (2009) Moats & Tomlin (2009)
2/3	Using read alouds to support phonemic awareness, phonics, fluency, vocabulary, and comprehension through effective instruction practices such as explicit vocabulary instruction, print referencing, fluency modeling, and dialogic reading, close reading, or comprehension strategy prompts.	Fisher & Frey (2012) Flynn (2011) Zucker et al. (2009)
2/8	No class.	BB DVD, chs 1, 3-5, & pgs 166, 178-191
2/15	Using multicomponent lessons to support fluency (repeated reading & new reading), phonemic awareness and phonics (word study & new reading), vocabulary and comprehension (new reading), and writing *Note: Tutoring begins the week of 2/22 & 2/24*	
2/29	Choosing books and materials to support phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing instruction	Glasswell & Ford (2010)
3/7 3/21	Supporting phonemic awareness, phonics, & fluency within an RTI model	BD chs 2-5
3/28 3/30	Using the collaborative planning process to review data and plan lessons Understanding the role of fidelity of implementation in the RTI process	Benedict et al. (2013) Bianco (2010)
4/4 4/11	Supporting vocabulary and comprehension within an RTI model	BD ch 6-7
4/18	Supporting writing within an RTI model	Graham et al. (2012) Harris et al. (2013) Johnson et al. (2013)
4/25	Providing culturally and linguistically responsive instruction for diverse learners, Differentiating instruction (with and without technology) within an RTI model, Planning for tiered instruction in an RTI model	Klingner & Edwards (2006) McIntyre & Hullen (2013) Lipson & Wixon (2012) Musti-Rao et al. (2015) Watts-Taffe et al. (2012)
5/9	Using the collaborative planning process to review data and plan lessons	

Note	Tutoring 2/22, 2/24, 3/2, 3/9, 3/23, 4/6, 4/13, 4/20, 4/27, 5/2, 5/4

*Note: Changes may be made throughout the semester as needed. Updates will be posted on ELMS/Canvas. Changes will be announced in class and on ELMS/Canvas.