



Division of Special Education and Counseling
California State University, Los Angeles

Fall 2024

EDSP 4257: Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs (3 units)
Section 01

Instructor:
Office:
Telephone:
Email:

Class Location:
Class Day/Time:
Office Hours:

Catalog Description:

Prerequisite(s): EDCI 4150 or EDSP 4050. Advanced study of intensive, specialized literacy instruction and interventions for diverse K-12 students with mild to moderate support needs.

Email Policy: Please send me an email to schedule a time to meet.

Notes:

Professional Statements:

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the Charter College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by: course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA Charter College of Education faculty.

B. Statement of Reasonable Accommodation

The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323)343-3140.

Other student supports on the Cal State L.A. Campus:

- Student Health Services: <http://www.calstatela.edu/studenthealthcenter>
- Food Pantry: University Student Union Room 308
- CalFresh Outreach Center: <http://www.calstatela.edu/studentervices/calfresh>
- Graduate Writing Support Program: <http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- Glazer Family Dreamers' Resource Center: <http://www.calstatela.edu/ab540>

All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

Lactation Rooms:

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the Charter College of Education. The Charter School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA General Catalog). Academic honesty is expected of all students in

the Charter College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

D. Technology

Courses in the Charter College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the CCOE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up-to-date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the Charter College of Education.

Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.

Division Canvas Site: Special Education Programs, Information, and Resources

The Division hosts a Canvas site called Special Education Programs, Information, and Resources to provide information about fieldwork, master’s programs, the comprehensive exam, and the Clear credential and induction. It also has forms students frequently need including add and drop forms, course overlap, and advancement to candidacy, among others. Students are encouraged to self-enroll into the course if it does not already show on your Canvas page. Call the Division of Special Education and Counseling office if you need assistance (323-343-4400) or email Vicki Kim at vkim6@calstatela.edu.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- **SLO 1:** Identify the learning characteristics of students with mild to moderate support needs including English language learners and the implications of these characteristics on students' literacy development and achievement.
- **SLO 2:** Examine reading and writing processes (including oral and written academic language connection) as they pertain to students with mild/moderate support needs.
- **SLO 3:** Select, conduct, and interpret formal and informal assessments in reading and writing, including standardized, norm referenced instruments, curriculum based measures, observation, and progress monitoring, to determine a struggling reader/writer's level of achievement and growth.
- **SLO 4:** Implement comprehensive, individualized diagnostic assessments in reading and writing, evaluate and interpret the data, and utilize the assessment information to develop evidence-based, individualized instructional plans appropriate for students with mild/moderate disabilities.
- **SLO 5:** Effectively communicate literacy assessment information in a written report suitable for use in case management and communication with student's family and a broad range of service providers and stakeholders.
- **SLO 6:** Identify and use effective strategies and practices for providing data-based individualized, specialized, intensive K-12 literacy instruction (including oral and written academic language development, phonemic awareness, phonics and decoding, multisyllabic decoding, reading fluency, vocabulary, reading comprehension, writing, spelling, and handwriting) to learners with mild to moderate support needs demonstrating significant difficulties in reading and writing.
- **SLO 7:** Identify and address the unique needs of learners with mild/moderate support needs who are from culturally and linguistically diverse backgrounds and understand the role of culture, language and context in their achievement of English reading and writing proficiency.
- **SLO 8:** Utilize various instructional approaches (including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS)) and learning strategies, such as strategy instruction, direct instruction, metacognitive strategies, cooperative learning activities, small group instruction, and one-on-one tutoring, to provide literacy instruction appropriate to the needs of learners with mild/moderate support needs.
- **SLO 9:** Implement evidence-based approaches to reading and writing instruction, including self-regulated strategy development instruction, in order to provide a comprehensive literacy curriculum that supports literacy development of learners with mild to moderate support needs.
- **SLO 10:** Critically evaluate widely used, specialized intervention programs designed to teach students who have significant difficulties in reading and writing.
- **SLO 11:** Develop accommodations and modifications specific to a wide range of students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.
- **SLO 12:** Demonstrate understanding of neurodiversity impact on literacy development and instruction for diverse learners with mild to moderate support needs.
- **SLO 13:** Demonstrate knowledge of laws and regulations related to the provision of literacy instruction for individuals with mild to moderate support needs.

Course Schedule

Session and Date	Class Topics/Lecture Content	Class Activities	Readings and Assignments Due	TPEs
<p>Session 1: August 23</p> <p>In Person</p>	<p>Introduction to the Class</p> <p>Syllabus Review</p> <p>Themes of literacy instruction (Literacy TPEs) for students with mild and moderate disabilities - including students with dyslexia, TBI, complex communication needs, Autism, and intellectual disability - and the implication of these disabilities on literacy development.</p> <p>The state of reading (Gilmour et al., 2019)</p> <p>Legal foundation of individualized K-12 literacy instruction in special education.</p> <p>The intersectionality of English language status and disability, and the impact on literacy processes and acquisition.</p> <p>Motivation to read and write; the relationship between engagement and achievement in literacy</p>	<p>Analyzing the <u>Literacy TPE</u></p> <p>Case Study review: thinking about your student</p>	<p>Optional Reading:</p> <p>Gilmour et al., 2019</p>	<p>U 1.1 U 1.3 U 1.6 U 3.1 U 3.6 U 4.2 U 4.2 U 4.6 U 5.6 U 6.7</p> <p>MM 3.1 MM 3.2 MM 3.2 MM 3.3 MM 4.5 MM 6.6</p>
<p>Session 2: August 30</p> <p>Zoom</p>	<p>Characteristics of Learners Who Struggle with Literacy:</p> <p>Features of effective, intensive K-12 literacy instruction (effective teaching and grouping practices)</p> <p>National Reading Panel: 5 Components of Reading</p> <p>Perspectives on language, literacy, and disabilities: contributions from cognitive</p>	<p>Literacy framework comparison and analysis: Shefelbine (GenEd) and Browder et al., 2009 (special ed)</p> <p>Candidates compile a list of characteristics of learners who struggle with literacy based on CA Dyslexia Guidelines Ch. 4</p>	<p>Readings & Quiz 1 on Canvas:</p> <p>Moats, L. C. (2019)</p> <p>Spear-Swerling, L. (2019)</p> <p>Klingner et al., 2015 - chapter 1, chapter 7</p>	<p>U 1.6 U 3.1 U 3.2 U 4.4 U 5.2</p> <p>MM 3.1 MM 3.3 MM 4.4</p>

	<p>science/sociocultural tradition and different perspective on literacy instruction (the Reading Wars)</p> <p>Planning and organizing Tier 3 literacy instruction</p> <ul style="list-style-type: none"> ● Response to Intervention ● Clinical teaching approach ● Preparing for intensive, specialized literacy interventions ● Evidence-based reading and writing interventions 		<p>Lemons et al., 2016</p> <p>Optional Reading:</p> <p><u>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</u> - pages 5-21</p>	
September 6	No Class - Labor Day			
<p>Session 3: September 13</p> <p>Zoom</p>	<p>The Assessment Process: Using Assessments to Determine an Appropriate RTI plan</p> <p>Formal, standardized K-12 literacy assessments used in IEP process or used as a baseline/screener</p> <p>Diagnostic assessments of K-12 literacy skills Comprehensive diagnostic assessment of K-12 literacy skills - using the DORA & CORE as a diagnostic after a norm-referenced, standardized assessment such as the Woodcock Johnson or WIAT or MAP</p> <p>Progress monitoring using the DORA, CORE, and other diagnostics</p> <p>Data-Based Individualization Data-based Individualization (DBI) Intensive Instruction</p> <ul style="list-style-type: none"> ● Progress monitoring using the CORE 	<p>Practice using the CORE as a diagnostic</p> <p>Analyzing the diagnostic results. Creating individualized goals based on the diagnostic.</p>	<p>Readings & Quiz 2 on Canvas:</p> <p>Wanzek et al., 2018</p> <p>Klingner et al., 2015 - chapter 2 - Assessing Reading Comprehension</p> <p>CA Dyslexia Guidelines Ch. 9 (Assessment) and Appendix A</p> <p>Lemons et al., 2014 → review: you read this in 4020</p> <p>Optional Reading:</p> <p>Jung et al., 2018</p>	<p>U 1.2 U 1.3 U 1.4 U 3.2 U 4.1 U 4.4 U 5.1 U 5.2 U 5.7 U 5.8</p> <p>MM 3.1 MM 4.4 MM 5.1 MM 5.6 U 5.8</p>

	<p>Developing an evidence-based, individualized instructional program - analyzing the assessment data to determine the areas of need</p> <p>Evidence-based intervention curriculum vs. evidence -based intervention strategies</p>		<p>Signature Project: Student Background</p>	
<p>Session 4: September 20</p> <p>Zoom</p>	<p>Reading Component #1: Phonemic Awareness</p> <p>Reading Component #2: Phonics</p> <p>Strategies for assessing and teaching phonemic awareness to students with varying disability profiles, including SLD, ASD, ID, and TBI.</p> <p>Developing phonemic awareness and phonics skills in students with dyslexia, auditory processing deficits, and receptive language needs.</p> <p>Intensive, specialized interventions for developing phonemic awareness skills to K-12 students with significant reading and writing difficulties: Using the Orton-Gillingham approach to develop phonemic awareness</p> <p>Accommodations and classroom-based strategies and support for students with phonemic awareness deficits across content areas</p> <p>Differentiating between EL-related difficulties and</p>	<p>Introduction to diagnostic assessments: WIST and DORA</p> <p>Based on CA Dyslexia Guidelines Ch. 11 and course content: Weeks 4-6, 8-10: Begin filling out the graphic organizer of evidence-based classroom (whole class, small group, and individualized) literacy activities and intervention strategies</p>	<p>Readings & Quiz 3 on Canvas:</p> <p>Vadasy & Nelson, chapter 2: Word Properties that Affect Vocabulary Instruction</p> <p>Collins et al., 2020</p>	<p>U 1.4 U 2.5 U 3.2 U 3.2 U 4.4 U 5.1 U 5.2 U 5.6</p> <p>MM 2.1 MM 2.9 MM 3.1 MM 4.1 MM 4.2I MM 4.5 MM 5.5 MM 5.6 MM 6.6</p>

	<p>disability-related needs in the area of phonemic awareness</p>			
<p>Session 5: September 27</p> <p>Zoom</p>	<p>Reading Component #2: Phonics</p> <p>Strategies for assessing and teaching alphabetic principle in early decoding and multisyllabic decoding</p> <p>Intensive, specialized interventions for developing phonemic awareness skills to K-12 students with significant reading and writing difficulties: Using the Orton-Gillingham approach to develop phonics skills</p> <p>Accommodations and classroom-based strategies and support for students with phonics deficits across content areas</p> <p>Phonics skills for specific</p>	<p>Instructional Strategy Collaboration Jigsaw: Phonemic Awareness</p> <p>Practice using diagnostic tools to measure phonics skills</p>	<p>Readings: O'Connor - review the chapters. As you read, consider the ways in which you would adapt these strategies for students with more significant literacy needs.</p> <p>Instructional Strategy Collaboration Project: Alphabetic principle, Phonemic Awareness Entry</p> <p>Signature</p>	<p>U 1.1 U 1.4 U 2.5 U 3.2 U 4.1 U 4.4 U 4.6 U 5.1 U 5.2</p> <p>MM 2.9 MM 3.1 MM 3.3 MM 4.1 MM 4.2 MM 5.6 MM 6.6</p>

	<p>students with disabilities, including TBI, auditory processing deficits, and dyslexia.</p> <p>Diagnostic assessments: WIST, CORE, DORA</p>		<p>Project: Baseline data analysis</p>	
<p>Session 6: October 4</p> <p>Zoom</p>	<p>Reading Component #3: Fluency</p> <p>Strategies for assessing and teaching reading fluency: evidence-based fluency support in curriculum (Wilson Reading & Just Words, Six Minute Solutions, Read Naturally)</p> <p>Intensive, specialized interventions for teaching reading fluency to K-12 students with significant reading and writing difficulties (students with ASD, SLD, TBI)</p> <p>Fluency as a Link Between Sublexical Units and Comprehension: developing text reading fluency while paying attention to orthography, syllable patterns, morphology, semantics, and syntax</p> <p>Diagnostic Assessments: CORE, DIBELS</p>	<p>1. Instructional Strategy Collaboration Jigsaw: Phonics</p> <p>2. Assessing fluency using DIBELS and CORE</p> <p>3. Partner Work: Practicing fluency Within Curricula: Select a 300 word passage from a K-12 curriculum. Conduct a cold read. Taking turns discuss and develop teaching materials: identify spelling patterns, syllabic patterns, morphology units, syntactic structures to practice to improve fluency. Discuss semantics, phrase structure. Deliver instruction. Conduct repeated fluency test.</p>	<p>Readings & Quiz 4 on Canvas:</p> <p>Hasbrouck & Tindal, 2017</p> <p>O'Connor: review the chapters. As you read, consider the ways in which you would adapt these strategies for students with more significant literacy needs.</p> <p>Instructional Strategy Collaboration Project: Phonics Entry</p> <p>Signature Project: Diagnostic Data & Analysis</p>	<p>U 1.1 U 1.4 U 2.5 U 3.2 U 4.1 U 4.4 U 4.6 U 5.1 U 5.2 U 5.3</p> <p>MM 2.9 MM 3.1 MM 3.3 MM 4.2 MM 6.6</p>
<p>Session 7: October 11</p> <p>Zoom</p>	<p>Literacy processes for English learners and English learners with disabilities</p> <p>Neurological factors in literacy</p>	<p>Instructional Strategy Collaboration Jigsaw: Fluency</p>	<p>Readings & Quiz 5 on Canvas:</p>	<p>U 1.1 U 1.4 U 1.6 U 3.1</p>

	<p>and reading disabilities (dyslexia), phonological processes and vocabulary development, and text-driven processes to construct meaning.</p> <p>Instructional framework for teaching English learners with disabilities</p> <p>Considerations for English learners</p>	<p>Jigsaw of Rivera et al., 2016</p> <p>Review UC/CSU Module Dyslexia and the Brain : https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/dyslexia-and-the-brain/</p>	<p>Allor et al., (2020)</p> <p>Al Otaiba et al., (2018)</p> <p>D’Mello & Gabrielli (2018)</p> <p><u>EL Toolkit</u> - chapter 6</p> <p>Klingner et al., 2015 - chapter 6: Support ELs with Learning Difficulties</p> <p>Vadasy & Nelson, chapters 1 & 8: Origins of Vocab Knowledge & Teaching Vocabulary to ELs</p> <p>CA Dyslexia Guidelines Ch. 7</p> <p>Instructional Strategy Collaboration Project: Fluency Entry</p> <p>Signature Project Data Based Individualization: Intervention Plan</p>	<p>U 4.6 U 5.6</p> <p>MM 3.1 MM 3.3 MM 5.5 MM 6.6</p>
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<p>Session 8: October 18</p> <p>Zoom</p>	<p>Reading Component #4: Vocabulary</p> <p>strategies for assessing and teaching vocabulary</p> <p>Intensive, specialized interventions for teaching vocabulary to K-12 students with significant reading and writing difficulties</p> <p>Learning strategies for vocabulary</p> <p>Diagnostic Assessments: CORE, DORA in English and Spanish to assess vocabulary</p>	<p>Using diagnostic assessments to assess vocabulary</p>	<p>Readings & Quiz 6 on Canvas:</p> <p>Klingner et al., 2015 - chapter 3: Vocabulary Instruction</p> <p>Vadasy and Nelson - chapters 4, 5, and 7: Early Approaches to Vocab Instruction (4); EB Instructional Approaches (5); Vocabulary Assessment (7)</p>	<p>U 1.4 U 2.5 U 3.2 U 4.1 U 4.4 U 5.1 U 5.2</p> <p>MM 2.9 MM 3.1 MM 4.2</p>
<p>Session 9: October 25</p> <p>Zoom</p>	<p>Reading Component #5: Reading Comprehension</p> <p>Strategies for assessing and teaching reading comprehension in complex literary and informational texts, including building on prior knowledge, questioning, & inference strategies; reasoning skills instruction (textual evidence), perspective taking</p> <p>Intensive, specialized interventions for teaching reading comprehension to K-5 students with significant reading and writing difficulties</p> <p>Diagnostic Assessments: CORE, DORA</p> <p>Learning strategies for reading comprehension across content</p>	<p>Instructional Strategy Collaboration Jigsaw: Vocabulary</p> <p>Using the CORE to assess reading comprehension</p>	<p>Readings & Quiz 7 on Canvas:</p> <p><u>Hudson et al., 2013</u></p> <p>Carnahan & Williamson, 2016</p> <p>Capin & Vaughn, 2017</p> <p>Swanson et al., 2016</p> <p>Klingner et al., 2015 - chapters 4 & 5: Practices to Promote Comprehension (4); Promoting Content-Area Literacy (5)</p>	<p>U 1.1 U 1.4 U 2.5 U 3.2 U 4.1 U 4.4 U 4.6 U 5.1 U 5.2</p> <p>MM 2.9 MM 3.1 MM 3.3 MM 6.6</p>

	areas and disability profiles		Instructional Strategy Collaboration Project: Vocabulary Entry	
Session 10: November 1 Zoom	<p>Reading Component #5: Reading Comprehension Intensive, specialized interventions for teaching reading comprehension to 6-12 students with significant reading and writing difficulties</p> <p>Learning strategies for reading comprehension of complex literary and informational texts, including building on prior knowledge, questioning, & inference strategies; reasoning skills instruction (textual evidence), perspective taking; interdisciplinary oral and written reports</p> <p>Collaborative Strategic Reading: Peer to Peer Interactions/Peer Feedback in Reading Comprehension</p> <p>Using reader and text Lexiles to inform instruction</p>	<p>Determining the readability level of the text. Using readability data to inform instruction.</p> <p>Using technology (Word, etc.) built-in features to determine readability levels.</p> <p>Video and Simulation with Partner Work: Collaborative Strategic Reading (Vaughn & Solis): https://www.youtube.com/watch?v=PzgfDv7mcc</p>	<p>Readings & Quiz 8 on Canvas: Chang et al., 2020 Boardman et al., 2016 Klingner et al., 2015 - chapter 8: Multicomponent Approaches to Strategies Instruction</p> <p>Signature DBI Project: Progress Monitoring #1</p>	<p>U 1.4 U 2.5 U 3.2 U 3.6 U 4.1 U 5.1 U 5.2 MM 1.2 MM 2.9 MM 3.1 MM 4.2</p>
Session 11: November 8 Zoom	<p>Common Core State Standards and California State Assessments Analyzing and juxtaposing the Common Core ELA State Standards, the California English Language Development standards, and the California Alternate Assessment.</p>	<p>Instructional Strategy Collaboration Jigsaw: Comprehension</p> <p>Standards analysis based on project student</p>	<p>Readings & Quiz 9 on Canvas: Haager & Vaughn, 2013 Hill & Lemons. (2015)</p>	<p>U 1.1 U 1.4 U 3.1 U 4.6 U 5.1 MM 1.2 MM 1.4</p>

	<p>Preparing students for the ELPAC, the SBAC, and the California Alternate Assessment.</p> <p>Creating and progress monitoring IEP goals that are standards-aligned.</p> <p>Developing a standards-aligned and assessment-aligned and individualized instructional program</p> <p>Considerations for developing literacy skills in English learners with disabilities</p> <p>Assistive Technology for Teaching Students Who Struggle with Literacy</p>	<p>Candidates examine CA Dyslexia Guidelines Ch. 12 and Appendix B: Assistive Technology and select assistive technology tools appropriate to support their focus student</p>	<p>CA Dyslexia Guidelines Ch. 12 and Appendix B: Assistive Technology</p> <p>Instructional Strategy Collaboration Project: Reading Comprehension Entry</p> <p>Signature DBI Project: Progress Monitoring #2</p>	<p>MM 2.9 MM 3.3 MM 6.6</p>
<p>Session 12: November 15</p> <p>Zoom</p>	<p>Writing Instruction</p> <p>“Birds-eye view” of writing:</p> <p>Intensive, specialized interventions for teaching writing/spelling to students with significant reading and writing difficulties, including dyslexia, TBI, and auditory processing deficits</p> <p>Writing, the Common Core, and Content-Area Writing</p> <p>Writing and data-based instruction</p> <p>What’s Up Strategy for Writing</p>	<p>Students (Candidates) skim through Regan and Martin’s article and role play teacher-student interaction using a hand-out based on the visuals on pp. 166-170.</p>	<p>Readings & Quiz 10 on Canvas:</p> <p>Graham & Harris (2005), Sections 1 & 2, pages 1-38</p> <p>Graham et al., 2015</p> <p>Jung et al., 2017</p> <p>Regan & Martin, 2014</p> <p>Signature DBI Project: Progress Monitoring #3</p>	<p>U 1.4 U 2.5 U 3.2 U 5.3</p> <p>MM 2.9 MM 3.1 MM 4.2 MM 3.1</p>
<p>No Class - Fall Recess</p>				
<p>Session 13: November 29</p> <p>Zoom</p>	<p>Writing Instruction</p> <p>Jane Schaffer writing method: adapting strategies to students with more</p>	<p>Graham & Harris (2005) - strategy jigsaw</p>	<p>Graham & Harris (2005) - chapter jigsaw. Readings TBD (Section III)</p>	<p>U 1.4 U 2.5 MM 3.1</p>

	significant literacy needs Writing strategies that support all kids (Graham & Harris, 2005)	Adapting the Jane Schaffer method for students with more significant literacy needs	Signature Project: Progress Monitoring #4	
Session 14: December 6 Zoom	Writing Instruction Genre-specific strategies for writing Self-Regulating during writing: teaching goal setting and self-regulation (Graham & Harris, 2005) Implementing writing strategies (Graham & Harris, 2005)	Instructional Strategy Collaboration Jigsaw: Writing Graham & Harris (2005) - genre-specific strategies jigsaw	Readings: Graham & Harris (2005) - chapter jigsaw. Readings TBD (Section IV) Instructional Strategy Collaboration Project: Writing Entry	U 1.1 U 1.4 U 2.5 U 4.6 U 5.3 MM 3.1 MM 3.3 MM 4.2 MM 2.9 MM 6.6
December 13	Instructional Strategy Collaboration Final Project Due Signature Project Due			

Required Textbook

California Dyslexia Guidelines. (2018).

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjAj7Hljr3_AhUAiO4BHSTfCe0QFnoECA8QAQ&url=https%3A%2F%2Fwww.cde.ca.gov%2Fsp%2Fse%2Fac%2Fdocuments%2Fcadyslexiaguidelines.pdf&usg=AOvVaw053KoZBdvZyUObsD472p6j

Graham, S. & Harris, K. R. (2005). Writing better: Effective strategies for teaching students with learning difficulties. Paul H. Brookes. ISBN: 978-1-55766-704-5

Klingner, J.K., Vaughn, S., & Boardman, A. (2015). Teaching reading comprehension to students with learning difficulties (2nd Ed.). New York, NY: Guilford Press ISBN 978-1-59385-446-1

*O'Connor, R. (2014). Teaching Word Recognition: Effective Strategies for Word Recognition (2nd Ed.). New York: Guildford Press. ISBN 978-1-46251-619-3

Vadasy, P. F. & Nelson, J. R. (2012). *Vocabulary instruction for struggling students*. New York, NY: Guilford Press ISBN 978-1-4625-0282-0

* Textbook from 4050.

Required Articles

- Allor, J. H., Yovanoff, P., Al Otaiba, S., Ortiz, M. B., & Conner, C. (2020). Evidence for a literacy intervention for students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities, 55*(3), 290-302.
- Al Otaiba, S., Rouse, A. G., & Baker, K. (2018). Elementary grade intervention approaches to treat specific learning disabilities, including dyslexia. *Language, Speech, and Hearing Services in Schools, 49*, 829-842. U 4.2I, MM3.1I, MM3.2I
- Boardman, A. G., Vaughn, S., Buckley, P., Reutebuch, C., Roberts, G., & Klingner, J. (2016). Collaborative strategic reading for students with learning disabilities in upper elementary classrooms. *Exceptional Children, 82*, 409-427. MM3.1I
- Browder, D., Gibbs, S., Ahlgrim-Delzell, L., Courtade, G. R., Mraz, M., & Flowers, C. (2009). Literacy for students with severe developmental disabilities: What should we teach and what should we hope to achieve? *Remedial and Special Education, 30*(5), 269–282. <https://doi.org/10.1177/0741932508315054> Universal 3.1I, Universal 4.2I, MM3.1I
- Capin, P., & Vaughn, S. (2017). Improving reading and social studies learning for secondary students with reading disabilities. *Teaching Exceptional Children, 49*(4), 249-261. MM3.1I
- Carnahan, C.R., & Williamson, P. (2016). Systematically teaching students with autism spectrum disorder about expository text structures. *Intervention in School and Clinic, 51*, 293–300. MM3.1I, MM3.2I
- Chang, Y.-C., Menzies, H.M., & Osipova, A. (August, 2020). Reading comprehension instruction for students with autism spectrum disorder. *The Reading Teacher, 74*, 255-264. U 4.2I, MM3.1I, MM3.2I
- Collins, G., Wolter, J. A., Meaux, A. B., & Alonzo, C. N. (2020). Integrating morphological awareness in a multilinguistic structured literacy approach to improve literacy in adolescents with reading and/or language disorders. *Language, Speech, and Hearing Services in Schools, 51*(3), 531-543. MM3.1I, MM3.2I
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Optional Texts

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Division Grading Scale

Points	Percentage	Grade
94-100	94% -100%	A
90-93	90% - 93.99%	A-
87-89	87% - 89.99%	B+
84-86	84% - 86.99%	B
80-83	80% - 83.99%	B-
77-79	77% - 79.99%	C+
74-76	74% - 76.99%	C
70-73	70% - 73.99%	C-
67-69	67% - 69.99%	D+
64-66	64% - 66.99%	D
61-63	61% – 63.99%	D-
0-66	0% – 60.99%	F

Instructor Policy about Late Assignments: Please send an email to kmaurer4@calstatela.edu if an assignment will be late. One point will be deducted each day an assignment is late.

Incompletes will be granted only in accordance with university policy.

Grading

Assignments	Due	Points
Reading responses/quizzes	August 30 September 13 September 20 October 4 October 11 October 18 October 25 November 1 November 8 November 15	3 points each 10 weeks Total: 30

<p>Instructional Strategies Collaboration Project</p> <p>First Drafts: Phonemic Awareness Entry Phonics Entry Fluency Entry Vocabulary Entry Comprehension Entry Writing Entry</p> <p>Final Project</p>	<p>Ongoing - see due dates below & throughout the syllabus</p> <p>September 27 October 4 October 11 October 25 November 8 December 6</p> <p>December 13</p>	<p>1 point each for quality completion by the deadline to share with your groups = points total 6</p> <p>Final Project = 24 points total (4 points per entry) Total: 30 points</p>
<p>Signature Project</p> <p>Student's Background Baseline Data & Analysis Diagnostic Data & Analysis Intervention Plan Progress Monitoring</p> <p>Progress Monitoring Analysis Reflection & Resources</p> <p>Final Project</p>	<p>Ongoing - see due dates below & throughout the syllabus</p> <p>September 13 September 27 October 4 October 11</p> <p>4 weeks during the intervention: Weeks of Oct. 25, Nov. 1, Nov. 8, and Nov. 15</p> <p>December 13 December 13</p> <p>December 13</p>	<p>1 point each for turning in each task by the deadline. 5 points total</p> <p>Student's Background: 5 points Baseline Data & Analysis: 5 points Diagnostic Data & Analysis: 5 points Intervention Plan: 5 points Progress Monitoring Analysis: 5 points Reflection & Resources: 10 points</p> <p>40 points total</p>

Assignment List

- Weekly readings and Canvas quizzes** - due before class begins
Reading quizzes due prior to the start class on: August 30, September 13, September 20, October 4, October 11, October 18, October 25, November 1, November 8, & November 15.

2. Instructional Strategies Collaboration Project: Identifying and Implementing Evidence-Based Strategies for Students with Significant Literacy Needs

Purpose: In 4050, students created a Strategies Toolkit in order to compile evidence-based literacy strategies they can use in their classrooms. The Instructional Strategy Collaboration Project seeks to build off the Toolkit to provide teachers with more intensive evidence-based practices, evidence-based intervention approaches and curricula to use with children with a range of mild to moderate support needs (specifically, SLD, ASD, ID, TBI) who experience significant difficulties with literacy acquisition and development.

Skills and Knowledge: Students will become familiar with the leading literacy frameworks (including CA

Dyslexia Guidelines) for students with mild to moderate support needs (MMSN), as well as current research, practice and policy regarding the advanced literacy interventions for K-12th grade students with significant difficulties in reading and writing . They will learn (think critically) about the ways in which evidence-based practices (i.e., strategies, intervention curricula, assessment approaches) should be used with children with a wide-range of specific MMSN disability profiles and unique learning characteristics. Students will also practice (consider) the ways in which strategies should be adapted or intensified in order to adequately support a child. Students will further their assessment skills using formal and informal assessment tools, develop, carry out, and evaluate a data-based intervention plan for a focus student with a disability.

Tasks: Each student will be assigned to a child profile (see below for the profiles). Each student will be part of two groups: the Same Student Groups and the Different Student Groups. This will allow each student to hear other strategies that might be useful for their assigned case study while also hearing about strategies that might work well for other child profiles.

Time Required and Due Dates:

Entries will be due throughout the semester. Students will receive credit for having the entry thoroughly completed by the deadline. During class, students will share their strategies with their groups and get feedback on their strategies and implementation ideas. Students will also receive feedback from the professor, and then make any desired adjustments to the strategies for the final project. The final document (with all six entries) is due on December 13. U 1.4P, U 2.5P, MM2.9A, U 3.2A, U 3.6A, MM3.1A, MM3.2A, U 4.6P,

- a. Phonemic awareness strategy entry: September 27
 - b. Phonics strategy entry: October 4
 - c. Fluency entry: October 11
 - d. Vocabulary entry: October 25
 - e. Comprehension entry: November 8
 - f. Writing entry: December 6
- Final Document** (with all six finalized entries): December 13

Criteria for Success

The following information should be included for each entry:

Profile Name	Name of Student
Targeted Literacy Skill	Phonemic Awareness, Phonics, etc.
Strategy	Strategy name/title + author/source (if available)
Strategy Implementation	How will you go about implementing the strategy? When? Where? In what setting? What specific adaptations will you use to meet the child’s needs (how will you modify/intensify this strategy to meet the child’s needs?)
Reason	Why have you chosen this particular strategy to support this child’s literacy needs?

Rubric

0 Points	1 Point	2 Point	3 points	4 Points
The entry was not included in the final document.	Entries are incomplete. Required information is missing.	All components of the entry are complete. The ‘Strategy Implementation’ and ‘Reason’ sections are vague, unclear, or brief (lacking sufficient detail for the reader to understand). OR the strategy is inappropriate for the particular student.	All components of the entry are complete. The ‘Strategy Implementation’ and ‘Reason’ sections demonstrate the student’s understanding of the strategy, but fail to adequately show how the strategy should be adapted, implemented, or used for this particular child.	All components of the entry are thoroughly completed. The ‘Strategy Implementation’ and ‘Reason’ sections are comprehensive. There are adequate details and an in-depth explanation present in the description that clearly explains the student’s thinking. The strategy is a good fit for the child.

Student Profiles

Abigail - TBI MM6.6A, MM4.5P

Abigail is a 4th grader who receives special education services under the eligibility of Traumatic Brain Injury (TBI). She was born a neurotypical child but was in an accident when she was 6 years old - while in the 1st grade - which resulted in a TBI. Abigail struggles with tasks in the frontal lobe, including executive functioning, working memory, and impulse control. Her reading skills have remained stagnant since the 1st grade: she knows all the letters and sounds and basic sight words (i.e. to, at, the, etc.) but struggles with CVC words. Abigail is considered an English Only student. Abigail is verbal, but her speech is delayed. She receives speech/language services for articulation and receptive/expressive language skills in addition to RSP services for math, literacy, and ELD.

Byson - ASD

Byson is a 5th grader who receives special education services under the eligibility of Autism Spectrum Disorder. He is in a general education classroom for the majority of the school day, receiving RSP services for math and literacy, speech and language services, and occupational therapy. His family speaks Spanish at home, and Byson can speak both Spanish and English fluently. He has been attending the same elementary school in Los Angeles since kindergarten but continues to receive 1s and 2s on the ELPAC. Byson knows all letters and sounds and is able to decode most words within the 5th grade texts he’s reading, but he struggles with reading comprehension, fluency, and written expression.

Caleb - SLD - writing and comprehension, written expression

Caleb is a 6th grader who receives special education services under the eligibility of Specific Learning

Disability. He is a general education classroom and receives RSP services for literacy. Caleb has strong phonemic awareness and phonics skills but struggles with comprehension and written expression.

Daisy - SLD - Dyslexia

Daisy is a 2nd grader who receives special education services under the eligibility of Specific Learning Disability. She is in a general education class for the entire school day and receives RSP services for literacy. The results of the initial psychoeducational assessment, administered last year when her 1st grade teacher was concerned about her reading and writing skills, concluded that she has dyslexia. Daisy has strong listening comprehension skills, an extensive vocabulary, and is a very expressive student. However, she currently does not know all the letters or sounds, and she is unable to decode and encode basic phonetic words. Daisy has memorized many words, so she is often able to read grade-level sentences aloud with accuracy (which made it tricky for her teachers to identify her needs!).

Emerlyn- ID MM1.2P, MM4.1I

Emerlyn is a 2nd grader who receives special education services under the eligibility of Intellectual Disability. She is currently in a Special Day Class but is included in general education for art, physical education, lunch, and recess. Emerlyn is verbally limited: she is able to make sounds but is unable to form most words. She is able to say “mama” and “baby”. She is an English Learner: her family speaks Spanish at home. She receives occupational therapy, physical therapy, adaptive physical education, and speech and language. Emerlyn also receives support from a paraprofessional, as she is not yet toilet trained and continues to wear diapers. She is typically able to feed herself. Just before the close of school buildings in March 2020, the team was introducing a PEC board for Emerlyn to support her communication skills.

Signature Project: Data-Based Individualization Case Study Assignment

Purpose

This project will provide you with an opportunity to administer and analyze formal and informal diagnostic assessments, provide targeted, specialized instruction based on a student’s instructional needs, and monitor the student’s progress.

Skills & Knowledge

Throughout your career as a teacher, you will practice this cycle of *assessment → plan → intervention → progress monitoring* frequently. This project allows you to practice this cycle while getting feedback from colleagues.

Guidelines

Select a student in **grades 1-12 or above who has an identified disability** that impacts literacy development. You will need access to this student throughout the semester as you will administer several assessments, deliver specially designed instruction for a 5-week period, and progress monitor throughout the duration of the intervention.

Submission Format

Submit each section of the project (see Tasks for breakdown of each section) by attaching a Microsoft Word Document, Google doc, or PDF to the designated spot in Canvas. I will then read through your submission and provide feedback/questions/comments. You can incorporate the feedback for the final project submission.

Note: If you need to meet with me about a section of the project, please email me in advance of the deadline.

Tasks

1. Student Background and Signed Parent Consent Form (approximately 2 pages, draft due September 13)
U 1.2IP, MM1.4P, U 5.3I

Identify the student who you will work with throughout the semester. This student should be in grades 1-12 and have an IEP. In this section, you will provide background information including:

- a. Pseudonym
- b. Age and grade
- c. Disability classification
- d. Class setting (GenEd, Special Day Class, etc.)
- e. IEP Services
- f. Summary of IEP goals
- g. English Learner status
- h. Explanation for choosing this student, including parent concerns about their child's progress.

2. Gathering Baseline Data & Analysis (score report and analysis due September 27)
U 4.1PA

Conduct a standardized, norm-referenced assessment on your student. Possible tools include the reading subtest of the Woodcock-Johnson (at least 4), Woodcock Reading Mastery, Gates MacGintie, reading subtests of the WIAT, or the reading subtests of the K-TEA. Be sure to obtain permission from the teacher, parent, and student, and conduct the assessment in a quiet space, free of distraction. Make sure to establish rapport with the student first, otherwise the data may not be reliable. Plan ahead for test administration: it may take a few sessions to complete the assessment. Assessment measures are available for rent in the Diagnostic Resource Center. More information about the DRC will be provided in class.

Include a brief explanation in which you explain the findings of the assessment. What do the scores reveal about your student's reading levels? What do you anticipate you will uncover with the diagnostic reading measure? Briefly reflect on the testing process: What went well with testing? What will you do differently next time? (approximately 1 page)

3. Gathering & Analyzing Diagnostic Data (score report and analysis due October 4)
U 4.1PA

After you have baseline data, you will use the CORE AND the *DORA* to conduct the diagnostic assessment. This will provide you with information about specific components of reading. The CORE can be rented from the DRC, while the DORA is available online.

What do the assessment results reveal about the student's areas of need with respect to the five components of reading? What are the child's areas of strength? What are the specific areas of need? Did you get the same data or different data from each assessment? Explain. Briefly reflect on the testing process: What went well with testing? What will you do differently next time? (approximately 2 pages)

4. Intervention Plan & Implementation (intervention plan due October 11)

U 1.4P, U 1.6P, MM2.1IPA, MM2.9A, MM3.2A, U 3.2A, U 3.2IP, MM4.4A,
U 4.6IP, U 5.7A,

Based on the baseline and diagnostic data, create an intervention and implementation plan for the student.

- Describe a five-week plan for teaching the targeted skills. Plan 30-60 minute teaching sessions that could be done individually or in a small group.
- For the area of need, include an instructional goal, how it relates to the assessment data, and research-based instructional strategies to address teaching the skill(s). Consult the texts and other source materials for guidance with designing your intervention. (If you are currently working at a school, you may use instructional materials that are already in place at the site, but you must provide a rationale that explains how the materials are appropriate for the student's specific needs and cite the supporting evidence or literature.
- Explain the types of modifications and accommodations you will include to ensure access to the general education classroom.
- Include a description of the instructional schedule (how many days per week, how many minutes per

day, etc.) and group format. Minimum requirement: 2 sessions per week, 30 minutes.

- Both sessions should include instruction. One session each week should also include progress monitoring on the specific component of reading you’re targeting.
- Include a detailed description of the instructional procedures. This should take the form of intervention lesson plans for each session.
- Discuss and provide examples to illustrate that your instruction is structured, direct, explicit, systematic, and evidence-based. Please cite sources, including CA Dyslexia Guidelines.
- **Include sample instructional materials; discuss features of connected decodable texts that you chose.**
- **Plan to begin your intervention the week of October 18. You will then conduct the intervention the week of October 18, October 25, November 1, November 8, November 15. (five weeks total)**

5. Progress Monitoring Reports (due weekly throughout the intervention)

Progress Monitoring Analysis (due December 13)

U 4.1A, U 5.1A, U 5.2P

You will evaluate the child’s progress once per week throughout the intervention, starting with week 2. Therefore, you will have four data points during the intervention. You can use the CORE or the DORA, but **you must use the same assessment throughout the four weeks**. You will include the score reports in this section with an explanation/summary of the results. What does your progress monitoring show you? Is the student on track to meet the instructional goal you set for them? Are they making adequate progress or minimal progress? What adjustments will you make to ensure they meet their goal? (approximately 1 page for the analysis/explanation)

6. Reflection, Including Parent Meeting & Resources

U 1.2IP MM3.2A, U 3.2IP, U 5.5I

- a. Reflect on the student’s progress. (approximately 2 pages)
 - i. What sort of progress did the child make toward meeting their instructional goal? What were the instructional strategies or practices you used that the child did or did not respond to? What were some of the “wins” during the time you spent with the student? What were some challenges you faced?
- b. Describe next steps for the student, including potential resources. (2+ pages)
 - i. After these five weeks of intervention and monitoring the child’s progress throughout, what is your recommendation for next steps to ensure literacy growth?
 - ii. What accommodations, modifications in core subjects and content areas would you recommend and why?
 - iii. What curriculum/intervention program based on the ones presented during the course would you recommend and why?
 - iv. Have a brief conversation with the parent to explain their child’s literacy strengths and areas of growth. Summarize the conversation. What does the parent think? What are their concerns? What are they hoping for next steps?
 - v. What are some resources (websites, free educational programs, community-based programs, tutoring centers/services) you would offer the team? What are some resources that will support the child’s progress from home, school, and the community? Please provide justification for each resource.

Literacy-related Difficulties Revealed by the Project	Resources to support the child at: Home	Resources to support the child at: School	Resources to support the child at: Community
Examples to consider	Specific strategies,	Specific curricula,	Specific programs at

	materials, or programs that could be used by parents at home.	teacher professional development, evidence-based strategies, or external programs that would be useful.	libraries, universities, non-profits, etc.
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- c. Reflect on this data-based individualization process. (approximately 2 pages)
 - i. Reflect on this progress for you as an educator. What have you learned throughout this process? What changes will you make in the future as you continue to support students through data-based individualization? What are some of the key take-aways about benchmark and diagnostic assessments, instructional planning, and implementation? In general, how has the content of this course helped to prepare you as a literacy teacher?

Rubric

	0 points	1 point	3 points	5 points
Student Background	Section missing.	Section is incomplete or lacks detail or is vague and does not include a clear description of the student.	Most of the components listed on the syllabus are present. Description lacks some detail and information critical to the section.	All components listed in the syllabus are present. Description is thorough and comprehensive. A clear picture of the student is developed.
Baseline Data & Analysis	Section missing.	Section is incomplete or lacks detail necessary to the section. Important information is inadequate or missing.	Most of the components listed on the syllabus are present. Description lacks some detail and information critical to the section.	Baseline data is captured as per directions in the syllabus. Analysis is thorough and demonstrates careful reflection.
Diagnostic Data and Analysis	Section missing.	Section is incomplete or lacks detail necessary to the section. Important information is inadequate or missing.	Most of the components listed on the syllabus are present. Description lacks some detail and information critical to the section.	Diagnostic baseline data is collected as per directions in the syllabus. Analysis is thorough and demonstrates careful reflection.
Intervention Plan	Section missing.	Section is incomplete or lacks detail necessary to the section. Important information is inadequate or missing.	Most of the components listed on the syllabus are present. Description lacks some detail and information critical to the section.	All components listed in the syllabus are present. The intervention plan is carefully planned and thoroughly explained.
Progress Monitoring Analysis	Section missing.	Section is incomplete or lacks detail necessary to the section. Important information is inadequate or missing.	Most of the components listed on the syllabus are present. Description lacks some detail and information critical to the section.	All components listed in the syllabus are present. A thorough and sophisticated analysis is present.
	0 points	3 points	7 points	10 points

Reflection & Resources	Section missing.	Section is incomplete or lacks detail necessary to the section. Important information is inadequate or missing.	Most of the components listed on the syllabus are present. Description lacks some detail and information critical to the section.	All components listed in the syllabus are present. Explanations and reflection are thorough and comprehensive.
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Fall, 2021

Dear Parent/Guardian

I am a student in the Cal State LA teaching program (credential candidate). As part of my course in Reading Methods, I must work with a student to:

- Administer a diagnostic reading test
- Determine an appropriate intervention based on the data
- Work with the child for five weeks to conduct the intervention (at least two times per week for 30 minutes each)
- Monitor the child's progress over those five weeks

- Discuss the child's progress with you, their guardian

I am requesting permission to work with your child to complete this course project. All information about your child will be kept confidential. You can have access to the results, and you can request that the results not be shared with the child's teachers.

If you agree to have your child participate in this process, please sign and return the bottom portion of this letter with your preferences for results. If you have questions or would like more information, please contact me or Karolyn Maurer, the professor of my Cal State LA course at kmaurer4@calstatela.edu

Name of credential candidate _____

Email of credential candidate _____

____ I, give permission for my son/daughter to be assessed on reading skills and to participate in instruction given by this credential candidate.

____ I do not give permission for my son/daughter to be assessed on reading skills and participate in instruction given by this credential candidate.

____ I would prefer the results not be shared with the school.

____ I would like to have the results shared with my child's teacher.

____ I would like a summary of the report.

Parent Name: _____ Signature: _____ Date: _____

Student Name: _____

Credential Candidate Name: _____



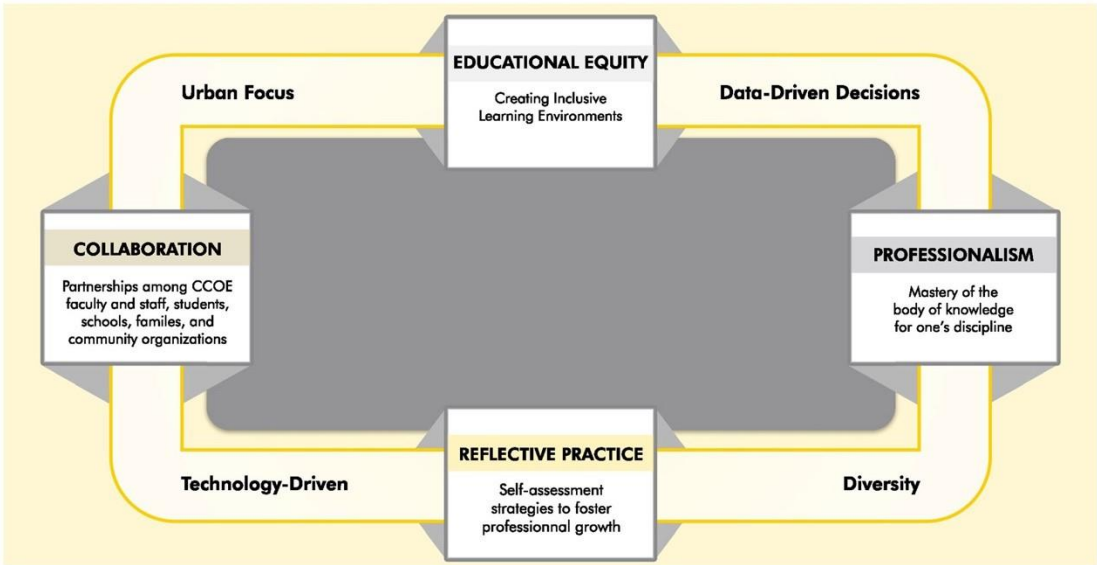
CONCEPTUAL FRAMEWORK

VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.