CEEDAR Grant -- Summary of Program Changes
Southern Connecticut State University
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	Revised Course Syllabi, Materials, and Other Changes	Gate	Key CEEDAR-Related Changes	Programs Impacted
1.	SED 325 (Curriculum & Methods for Exceptional Individuals)	2	---Inclusion of disciplinary literacy content, with application in a Level 2 project designed for middle/secondary students, including 2 with disabilities (1 with ID, 1 with LD). Teacher candidates work in teams to develop lesson plans for a grade at the m/s level that are based on the CCSS and include disciplinary literacy, with EBPs and appropriate accommodations for the students with disabilities (see separate description of assignment in zip file). ---Disciplinary literacy slides from the CEEDAR web site included in class.	• Comp Spec Ed – Graduate • Comp Spec Ed – Undergraduate • Collaborative Elementary/Special Ed – Undergraduate
2.	SED 365 (Basic Principles of Academic Assessment and Remediation)	2	---Inclusion of GRR model, with Level 3 application to lesson plans implemented in field work with children. This application is in math, not reading; the intent is simply to introduce candidates to GRR and have them begin applying it in lessons. ---Shifting of coverage of norm-referenced reading assessments to 365 (to make room for writing content in 435); formative reading assessment still covered in 435.	• Comp Spec Ed – Graduate • Comp Spec Ed – Undergraduate • Collaborative Elementary/Special Ed – Undergraduate
3.	EDU 305 (Beginning Reading)	2	---Inclusion of fluency charting content, with Level 2 application. Candidates now analyze results of fluency assessments, plan interventions, and chart ongoing fluency progress of a hypothetical Grade 3 class. --- Additional emphasis on ways to provide further phonics practice and differentiation of phonics instruction for at-risk children, and on sequencing of phonics instruction; with Level 2 application. ---Additional emphasis on ways to accommodate individual learners' needs, with Level 2 application. Collaborative groups write drafts of Gradual Release lessons (GRLs) in class under the instructor's supervision. Students also write scripts for think alouds so that the course instructor can see that they know how to scaffold instruction. ---See separate document in zip file on changes to EDU 305 and 306.	• Elementary Education – Undergraduate

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4.	SED 435 (Language Arts for Exceptional Individuals)	2	---Reprise of GRR model in class, with Level 3 application to reading/spelling lesson plans in field work ---Inclusion of etymology, with detailed information in the file "435 Language Structure Packet" that candidates study and are tested on to master language structure (see document in zip file). ---Greater emphasis on vocabulary content with Level 3 application. Candidates must now specify if words chosen for vocabulary instruction in lesson plans are Tier 2 or 3 and must specify an EBP for teaching those words in their lessons – see 435 LP documents in zip file. ---Greater emphasis on fluency content with Level 3 application. Candidates must now record and track the fluency progress of their child in field work (see LP documents in zip file). ---Additional fluency content made explicit on course outline (e.g., why fluency is important – this was always covered but making it explicit on course outline will help ensure greater consistency of coverage across sections, especially those with adjunct coverage). ---Addition of basic writing content to course (e.g., issues in writing assessment such as presentation effects, sentence combining instruction). This new writing content will not necessarily be applied in field work but will lay a foundation for new, greater coverage of writing content in SED 449, with application in field work for that course (see below).	• Comp Spec Ed – Graduate • Comp Spec Ed – Undergraduate • Collaborative Elementary/Special Ed – Undergraduate

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5.	EDU 316 (Child Development and Psychology for Education)	2 or 3	---Stages of (oral) 2nd language development now included ---Observation assignment now includes ELLs as among the target students to be observed. Also see separate document ---TK20 evaluation now also reflects the inclusion of English learners in the assignment	• All Initial Certification programs – Graduate and Undergraduate
6.	SED 449 (Theory-to-Practice: A School-based Experience)	3	---Inclusion of additional content on writing assessment, with Level 3 application. Candidates do handwriting, spelling, and written expression sample analyses with their student in field work and use those assessments to help differentiate writing intervention according to student need. ---Inclusion of additional content on writing instruction/intervention, with Level 3 application. Candidates must develop and implement lesson plans that (among other areas) address text structure, use of academic language, and process elements in writing, in a content area (usually science). See "SED 449 unit lesson plan guidelines" and other 449 documents in zip file.	• Comp Spec Ed – Graduate • Comp Spec Ed – Undergraduate • Collaborative Elementary/Special Ed – Undergraduate
7.	EDU 301 (Reading)	3	---Elaboration of content on phonics, word study, sequencing of instruction, oral language development, meeting the needs of ELLs, RTI practices, evidence-based practice, and assessment (e.g., CBM). ---Inclusion of additional research-based references.	• Elementary Education - Graduate
8.	EDU 306 (Developing Readers)	3	---Additional content on etymology, vocabulary, and word study. ---Additional, detailed content on teaching argumentation in both reading and writing, with Level 2 application. While students do not craft argumentation lesson plans, they apply argumentation concepts into their Text Set project (see detailed description in EDU 306 course syllabus). In order for students to write plans, they need to learn to argue well, which requires the whole semester to practice and develop.	• Elementary Education – Undergraduate • Collaborative Elementary/Special Education – Undergraduate

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9.	IDS 471 (Supporting English Learners for School Success)	3	---Added content on how home literacy practices and L1 proficiency can support English language/literacy development ---Added content on CELP and research-based practices for teaching ELLs, with teaching demo on how to infuse language instruction in content instruction ---This added content was made feasible through shifting coverage of content on stages of (oral) 2nd language development to EDU 316 (see below). Please also see separate document on changes to EDU 316 and IDS 471 in zip file.	• All Initial Certification programs – Graduate and Undergraduate
10.	RDG 517 (Content Area Literacy and Secondary Reading Instruction in Middle/High School)	2 or 3	---Additional content on reading and writing instruction for students with disabilities and ELLs; and on phonics and word study. In field work candidates must now do an entire lesson on word study/decoding (before it was embedded in the vocabulary lesson) – this is a Level 3 application. ---Additional content on disciplinary literacy. ---Specific interventions such as collaborative strategic reading are now reviewed and discussed in class. ---A new book study assignment has been added in which students present on a professional text, with several options from CEEDAR included (e.g., "Teaching Reading Comprehension to Students with Learning Difficulties" and "Teaching Word Recognition"). ---Another option for the book study assignment is "Write Like This" which emphasizes process elements of writing; process elements of writing have now been made much more explicit in the course.	• Secondary English – Graduate and Undergraduate)
11.	EdTPA (currently being piloted with a small number of candidates)	4	Candidates will be strongly encouraged to do one of their 3 cases with a student who is an English learner, where it is feasible (i.e., where the candidate has access to English learners) – Level 3 application.	• All Initial Certification programs – Graduate and Undergraduate (not currently, but ultimately)