

Overview

University of Kansas Department of Special Education

Course Number and Title: SPED 741: Methods and Assessment: Literacy Interventions for Struggling Learners & Students with High-Incidence Disabilities

Credits: 3

The mission of the University of Kansas School of Education is to prepare leaders in the education and human services fields. Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

Course Information

Course Description:

This course will cover assessment strategies and instructional procedures, curriculum and instruction alternatives, and program planning for the literacy development of students with reading and/or writing disabilities. The course will focus on how, as a teacher, one participates in tiered support systems and facilitates/provides appropriately focused and intensive literacy instruction.

Course Questions:

Upon completion of the course, you should be able to answer the following questions:

1. What do I need to understand about typical development in reading to teach students who are falling behind?
2. What do I need to understand about typical development in writing to teach students who are falling behind?
3. What are the primary domains of reading development and how are they evident in reading for early readers, late elementary readers, and reading for secondary school demands?
4. How do I assess reading skills for the purpose of developing an individual learning profile and planning and delivering individualized, remedial, or intensive instruction?
5. How do I assess writing skills for the purpose of planning and delivering individualized, remedial, or intensive instruction?
6. How do I provide supported and intensive instruction in reading?
7. How do I provide supported and intensive instruction in writing?
8. What instructional strategies have evidence of greatest impact on student outcomes?
9. How does Special Education contribute to school-wide systems of literacy instruction?

Kansas Endorsement Standards:

See Appendix A

Text and Resource List

Required Books:

- Hougen, M.C. & Smartt, S.M. (Eds.). (2012). *Fundamentals of literacy instruction and assessment, Pre-K- 6*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Ellis, Edwin E. (2001). *The Vocabulary LINCing Routine*. Lawrence, KS: Edge Enterprises, Inc.
- Harris, M. L., Schumaker, J. B., & Deshler, D. L. (2008). *The Word Mapping Strategy*. Lawrence, KS: Edge Enterprises, Inc.
- Schumaker, J. B., Knight, J. & Deshler, D. L. (2007). *The Fundamentals of Summarizing and Paraphrasing*. Lawrence, KS: Edge Enterprises, Inc. (Teachers Manual)
- Schumaker, J. B., Knight, J. & Deshler, D. L. (2007). *The Fundamentals of Summarizing and Paraphrasing*. Lawrence, KS: Edge Enterprises, Inc. (Student Materials)
- Schumaker, J. B. & Sheldon, J. B. (1998). *Fundamentals in the Sentence Writing Strategy*. Lawrence, KS: The University of Kansas Center for Research on Learning.(Teachers Manual)
- Schumaker, J. B. & Sheldon, J. B. (1998). *Fundamentals in the Sentence Writing Strategy*. Lawrence, KS: The University of Kansas Center for Research on Learning. (Student Materials)
- Schumaker, J. B. & Sheldon, J. B. (1999). *Proficiency in the Sentence Writing Strategy*. Lawrence, KS: The University of Kansas Center for Research on Learning. (Teachers Manual)
- Schumaker, J. B. & Sheldon, J. B. (1999). *Proficiency in the Sentence Writing Strategy*. Lawrence, KS: The University of Kansas Center for Research on Learning. (Student Materials)

Required Articles:

- Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3*. (3rd ed.). Retrieved from The National Institute for Literacy.
- Baxter, S. & Reddy, L. (2005). *What Is Scientifically Based Research?* Retrieved from the RMC Research Corporation under National Institute for Literacy. (Contract No. ED-00CO-0093)
- Faggella-Luby, M., Graner, P. S., Deshler, D. D, Drew, S. V. (2012). Building a House on Sand: Why Disciplinary Literacy is not Sufficient to Replace General Strategies for Adolescent Learners who Struggle. *Top Language Disorders*. 32(1), 69-84.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington DC: Alliance for Excellent Education.
- Responding to the reading comprehension needs of adolescents with severe reading disability. (2014). *New England Reading Associations Journal*, 49 (2).
- Robinson, S. M., (2013). "Disciplinary Literacy." In R. T. Boon & V. G. Spencer (Eds.), *Adolescent literacy: Strategies for Content Comprehension in Inclusive Classrooms*. Baltimore MD: Brookes Publishing.
- The University of Kansas Center for Research on Learning. (2005, October). Strategic instruction model: Learning strategies. [Retrieved from KU Center for Research on Learning](#)

Additional Required Resources:

- [Big Ideas in Beginning Reading for the University of Oregon](#)
- [Motivating Students from Vanderbilt University Center for Teaching](#)
- [Word Generation from the Strategic Education Research Partnership](#)
- [Actual Reading Errors Made by Struggling Readers What These Errors May Indicate How to Evaluate Reading Errors to Identify Deficiencies and Target Instruction to Build Necessary Skills](#)
- [Target the Problem: Comprehension from Reading Rockets](#)
- [Other Sources of Reading Difficulty from Reading Rockets](#)

Optional Resources:

- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D.(2008). "Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide." (NCEE 2009-4045). Washington, DC:National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [Institute of Education Sciences](#)
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). "*Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide.*" (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [Institute of Education Sciences](#)
- Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). "*Effective instruction for adolescent struggling readers: A practice brief.*" Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). "*Improving reading comprehension in kindergarten through 3rd grade: A practice guide.*" (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [Institute of Education Sciences](#)
- Joshi, R. M., Treiman, R., Carreker, S., and Moats, L. C. (2008, Winter). How words cast their spell. *American Educator*. Retrieved from [American Federation of Teachers](#)

Outline of Course

Module	Learning Outcomes	Readings	Assignments
1. Understanding Literacy Development Within a Tiered Model	<p>Discuss the national reports on reading and writing development that shape practices in schools.</p> <p>Discuss the national and state standards that guide reading and writing instruction.</p> <p>Identify the “big five” focus areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension) of reading.</p> <p>Think about planning instruction to address reading and writing deficits for learners within tiered support models.</p>	<p>Hougen, M.C. & Smartt, S.M. (Eds.). (2012). Chapter 1. <i>Fundamentals of literacy instruction and assessment, Pre-K – 6</i>. Baltimore, MD: Paul H. Brookes Publishing Co.</p> <p>Armbruster, B., Lehr, F., & Osborn, J. (2001). <i>Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3</i>. (3rd ed.). Retrieved from The National Institute for Literacy.</p> <p>Baxter, S. & Reddy, L. (2005). <i>What Is Scientifically Based Research?</i> Retrieved from the RMC Research Corporation under National Institute for Literacy. (Contract No. ED-00CO-0093)</p>	<p>Identify the big ideas discussion forum.</p> <p>Quiz on Response to Intervention.</p> <p>Assignment on creating a student hypothesis.</p> <p>Reflective journal entry.</p>
2. Phonological Processing and Teaching Strategies	<p>Identify the role of phonological processing and language development in beginning reading.</p> <p>Review how phonological and processing deficits present in struggling readers.</p> <p>Recognize research-based strategies to address these needs in struggling readers of various ages.</p>	<p>Hougen, M.C. & Smartt, S.M. (Eds.). (2012). Chapters 3-5. <i>Fundamentals of literacy instruction and assessment, Pre-K – 6</i>. Baltimore, MD: Paul H. Brookes Publishing Co.</p> <p>University of Oregon Center on Teaching and Learning. (2009). <i>Big Ideas in Beginning Reading: Phonemic Awareness</i>. Retrieved from University of Oregon Center on Teaching and Learning</p> <p>University of Oregon Center on Teaching and Learning. (2009). <i>Big Ideas in Beginning Reading: Alphabetic Principles</i>. Retrieved from University of Oregon Center on Teaching and Learning</p> <p>The University of Kansas Center for Research on Learning. (2005, October). <i>Strategic instruction model: Learning strategies</i>. Retrieved from KU Center for Research on</p>	<p>Identify the big ideas discussion forum.</p> <p>Activity on motivation.</p> <p>Quiz on Eight stages of instruction.</p> <p>Assignment on phonemic segmenting or word-mapping.</p> <p>Reflective journal entry.</p>

Module	Learning Outcomes	Readings	Assignments
	Apply how to provide strategic instruction in the word-mapping strategy developed and validated by the KU Center for Research on Learning.	<p>Learning</p> <p>Harris, M. L., Schumaker, J. B., & Deshler, D. L. (2008). <i>The Word Mapping Strategy</i>. Lawrence, KS: Edge Enterprises, Inc.</p>	
3. Understanding and Measuring Fluency	<p>Collect reading-fluency data.</p> <p>Assess reading within a whole school context.</p> <p>Analyze individual reading performance.</p> <p>Interpret data as reflected on a student graph.</p>	<p>University of Oregon Center on Teaching and Learning. (2009). <i>Big Ideas in Beginning Reading: Fluency</i>. Retrieved from University of Oregon Center on Teaching and Learning</p> <p>Hougen, M.C. & Smartt, S.M. (Eds.). (2012). Chapters 7 and 8. <i>Fundamentals of literacy instruction and assessment, Pre-K – 6</i>. Baltimore, MD: Paul H. Brookes Publishing Co.</p> <p>VanDerHeyden, A. (n.d.) <i>Examples of Effective RTI Use in Decision Making: Part 1 and Part 2</i>. Retrieved from RTI Action Network</p>	<p>Identify the big ideas discussion forum.</p> <p>Assignment on running records/miscue analysis.</p> <p>Quiz on fluency</p> <p>Assignment on graphing student performance.</p> <p>Reflective journal entry.</p>
4. Vocabulary Development and Teaching	<p>Identify how to assess and teach vocabulary.</p> <p>Recognize how to teach the LINCing strategy developed and validated by the KU Center for Research and Learning.</p>	<p>University of Oregon Center on Teaching and Learning. (2009). <i>Big Ideas in Beginning Reading: Vocabulary</i>. Retrieved from University of Oregon Center on Teaching and Learning</p> <p>Hougen, M.C. & Smartt, S.M. (Eds.). (2012). Chapters 9 and 10. <i>Fundamentals of literacy instruction and assessment, Pre-K – 6</i>. Baltimore, MD: Paul H. Brookes Publishing Co.</p> <p>Ellis, Edwin E. (2001). <i>The Vocabulary LINCing Routine</i>. Lawrence, KS: Edge Enterprises, Inc.</p>	<p>Identify the big ideas discussion forum.</p> <p>Activity on demonstrating use of LINCing.</p> <p>Assignment on vocabulary development.</p> <p>Reflective journal entry.</p>
5. Teaching Strategies for Reading Comprehension	<p>Analyze the nature and range of comprehension challenges struggling readers face.</p> <p>Describe how to provide strategic instruction in the Fundamentals of Summarizing and Paraphrasing Strategy</p>	<p>University of Oregon Center on Teaching and Learning. (2009). <i>Big Ideas in Beginning Reading: Comprehension</i>. Retrieved from University of Oregon Center on Teaching and Learning</p> <p>Hougen, M.C. & Smartt, S.M. (Eds.). (2012). Chapters 11, 12 and 14. <i>Fundamentals of literacy instruction and assessment, Pre-K – 6</i>. Baltimore, MD: Paul H. Brookes</p>	<p>Identify the big ideas discussion forum.</p> <p>Activity on practicing teaching using summarizing and</p>

Module	Learning Outcomes	Readings	Assignments
	<p>developed and validated by the KU Center for Research on Learning.</p>	<p>Publishing Co.</p> <p>Schumaker, J. B., Knight, J. & Deshler, D. L. (2007). <i>The Fundamentals of Summarizing and Paraphrasing</i>. Lawrence, KS: Edge Enterprises, Inc.</p> <p>Robinson, S. M. (2013). Disciplinary Literacy. In R. T. Boon & V. G. Spencer (Eds.), <i>Adolescent Literacy: Strategies for Content Comprehension in Inclusive Classrooms</i>. Baltimore, MD: Paul H. Brookes Publishing Co.</p> <p>Faggella-Luby, M., Graner, P. S., Deshler, D. D., Drew, S. V. (2012). Building a House on Sand: Why Disciplinary Literacy is not Sufficient to Replace General Strategies for Adolescent Learners who Struggle. <i>Top Language Disorders</i>. 32(1), 69-84.</p> <p>Responding to the reading comprehension needs of adolescents with severe reading disability. (2014). <i>New England Reading Associations Journal</i>, 49 (2).</p>	<p>paraphrasing.</p> <p>Assignment on analysis of Easy CBM.</p> <p>Reflective journal entry.</p>
<p>6. Teaching Students to Write</p>	<p>Recognize how to provide strategic instruction in the fundamentals of sentence-writing strategy developed and validated by the KU Center for Research on Learning.</p>	<p>Schumaker, J. B. & Sheldon, J. B. (1998). <i>Fundamentals in the Sentence Writing Strategy</i>. Lawrence, KS: The University of Kansas Center for Research on Learning.</p> <p>Schumaker, J. B. & Sheldon, J. B. (1999). <i>Proficiency in the Sentence Writing Strategy</i>. Lawrence, KS: The University of Kansas Center for Research on Learning.</p> <p>Hougen, M.C. & Smartt, S.M. (Eds.). (2012). Chapter 6. <i>Fundamentals of literacy instruction and assessment, Pre-K – 6</i>. Baltimore, MD: Paul H. Brookes Publishing Co.</p>	<p>Identify the big ideas discussion forum.</p> <p>Scavenger hunt activity.</p> <p>Guided notes activity.</p> <p>Assignment on the fundamentals of sentence writing.</p> <p>Reflective journal entry.</p>
<p>7. Writing Proficiency, Error Analysis, and Instructional Planning</p>	<p>Provide and support comprehensive and targeted writing instruction to struggling writers.</p> <p>Recognize how to</p>	<p>Graham, S., & Perin, D. (2007). <i>Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York</i>. Washington DC: Alliance for Excellent Education.</p> <p>Schumaker, J. B. & Sheldon, J. B. (1999). <i>Proficiency in the Sentence Writing Strategy</i>.</p>	<p>Identify the big ideas discussion forum.</p> <p>Assignment on scoring student writing samples.</p>

Module	Learning Outcomes	Readings	Assignments
	provide strategic instruction in the proficiency in sentence writing developed and validated by the KU Center for Research and Learning.	Lawrence, KS: The University of Kansas Center for Research on Learning.	Reflective journal entry.
8. Putting it All Together: Teaching Struggling Students in a Tiered Support Model.	<p>Identify how to provide support and accommodations to core reading and writing instruction.</p> <p>Analyze how to design and provide tiered support of reading and writing instruction.</p> <p>Review how to design and provide intensive personalized reading and writing instruction aligned to individual needs and core instruction.</p>	<p>Hougen, M.C. & Smartt, S.M. (Eds.). (2012). Chapters 13, 16 and 17. <i>Fundamentals of literacy instruction and assessment, Pre-K – 6</i>. Baltimore, MD: Paul H. Brookes Publishing Co.</p> <p>Responding to the reading comprehension needs of adolescents with severe reading disability. (2014). <i>New England Reading Associations Journal</i>, 49 (2).</p>	<p>Identify the big ideas discussion forum.</p> <p>Assignment on common core.</p> <p>Reflective journal entry.</p>

Assessment

Grades are determined on straight percentages as follows:

Letter	Points	Range
A	925-1,000	93% +
A-	895-924	90-92%
B+	865-894	87-89%
B	825-864	83-86%
B-	795-824	80-82%
C	695-794	70-79%
F	0-694	69% or less

All grades will be rounded (e.g., 89.50 is calculated as 90%. Any grade of C or lower requires students to retake the course. Incompletes are not approved without instructor approval. Students should not expect any incomplete requests unless in extreme circumstances. Terms of any incompletes should be negotiated with the instructor and under no circumstances will they remain for more than one (1) year.

Grading Methodology

Your achievement in this course will be assessed through completion of the following assignments:

Assignment Type	Grade %	Total Points
Assignments	52%	520
Reflective Journal Entries	20%	200
Big Ideas Discussion Forums	20%	200
Participation Activities	8%	80
Total	100%	1000

Late Assignment Policy

It is very important that work be turned in on time or you will find it very difficult to catch up. All work in the course (e.g., projects, papers, exams, quizzes, etc.) must be completed on time. Any assignments that are late will have points deducted from it.

Assignment Categories

Assignments

Each week you will be faced with a situation common in literacy instruction. Many of these will feature the student characters from other courses in your program. You will submit these assignments as Microsoft Word files uploaded to the designated webpage for that assignment. Detailed guidelines will be presented on the assignment page.

Big Ideas Discussion Forums

At the beginning of each week, there will be a discussion forum related to the big ideas covered in the module. Students will need to post about the big ideas using the vocabulary that is important to those ideas. For example, if the discussion is about the development of the phonological processes, I would expect to see words like phonemic awareness, phonemes, graphemes, blending, etc., used appropriately.

You must post an entry in the discussion thread and also respond to two other students' posts. Your response to another student's post should be detailed and specific. I want to see an online conversation developing. Reading someone else's response should make you think more deeply about the topic.

Reflective Journal Entries

At the end of each week, you will be responsible for writing an entry in your WordPress blog reflecting on what was covered during the entire module. You should apply what you have learned to current and past teaching experiences. Please reference which readings, authors, and location of information you are referencing. You will be graded on the specificity and coherence of your entry.

Participation Activities

These activities will be posted online as part of the weekly module. They will complement and supplement our coursework and your thinking about the ideas we are exploring in class. They include discussion forums where you share examples of teaching materials that you create or demonstrate teaching strategies.

Class Expectations

Communication with Professor and Class Members

I will have regular “office hours” conducted through Big Blue Button webinars. Information on these will be posted in the course announcements. If you have an urgent question or concern about the course, please contact me by email, phone, or text message. I will be “in the classroom” at least every other day and often more. If you do not receive a response within 48 hours, please contact me again because technology or human error can sometimes send messages astray.

Online Learning Student Expectations

All students in this course are expected to have completed the online Student Orientation course. Through this orientation course, you will learn how to navigate the course and use the various tools needed to participate effectively and submit assignments. You are also expected to have all the necessary equipment and software needed to be successful in the course.

All students are expected to contribute to learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, field experiences, collaboration, and writing. Because these activities are woven through the entire week and generally do not require your “electronic presences” at any particular time or day, there should be no need to “miss” class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

Be Patient and Stay Calm. Problems with technology will inevitably arise. Don't worry, and just keep smiling. Please be patient with your instructor and your instructor will be patient with you. Your instructor will always take technical problems into account if there is ever a situation that warrants it.

Logging On

The learning activities for each week are carefully sequenced, and are offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to the course website regularly to work through course materials and to participate in course discussions.

Posting Responses

Interaction with each other is an important part of this course that requires prompt postings and responses. In an attempt to be most efficient with our time and to be considerate of the various realities we each deal with—beyond the requirements of this course—we will operate under a timeframe for posting assignments and responses to online discussions.

Submitting Assignments

You will submit all other types of individually written assignments to the appropriate assignment drop box. These assignments will be due as noted on our class calendar by 11:59 pm CT.

Program Policies

Honor Code and Code of Conduct

All work in the course (e.g., projects, papers, exams, quizzes, etc.) should be your own and not that of another student or expert.

Accessibility

The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their phone number is (785) 864-4064 (V/TTY). Information about their services can be found at [Student Access Services](#)

Appendix A

Kansas Endorsement Standards

Program Related Standards

This required course, approved by School of Education, meets one or more of the standards for accreditation (NCATE) and program approval (KSDE). Students successfully completing this course should be prepared to meet the competencies associated with the licensure/endorsement standards addressed in this course.

Standards Addressed in the Course:

Standard #3: The teacher of students with adaptive special education needs demonstrates assessment, diagnosis, and evaluation knowledge and skills.

Performance Standards:

S3 11. The teacher includes students with adaptive learning needs in district and state standards-based assessments and participates with the IEP team in determining whether test adaptations or alternative tests are needed.

Standard #4 The teacher of students with adaptive learning needs demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals.

Knowledge Standards:

S4 1. The teacher understands the learning theory, subject matter, curriculum, stages of student development, and differing learning styles of individual students.

S4 2. The teacher understands state curriculum standards and benchmarks and incorporates them into instruction.

S4 3. The teacher knows techniques for modifying instructional methods and materials to adapt to the demands of various learning environments.

S4 4. The teacher knows a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability.

Performance Standards:

S4 1. The teacher prepares appropriate lesson plans and uses instructional time effectively.

S4 2. The teacher interprets and uses assessment and evaluation information for instructional planning.

S4 3. The teacher plans for and uses learning opportunities that recognize and address variation in students' learning and performance modes.

S4 4. The teacher develops, implements, and monitors comprehensive, longitudinal individualized programs in collaboration with team members, including family members and the student, when appropriate.

S4 5. The teacher plans for and uses instructional programs, practices, resources, and strategies that compliment students' cognitive, affective, cultural, linguistic, and gender differences.

S4 7. The teacher conducts and uses task analysis, ecological inventories, and informal assessment to plan instruction.

S4 8. The teacher selects, adapts, uses and evaluates instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations.

S4 9. The teacher sequences, implements, and evaluates individual student objectives.

S4 11. The teacher uses various verbal and nonverbal strategies to assist students' communication needs.

S4 14. The teacher models and incorporates problem-solving strategies and critical thinking skills into curriculum and learning experiences.

Standard #5 The teacher of students with adaptive learning needs promotes learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs.

Knowledge Standards:

S5 5. The teacher understands ways to create learning environments that allow students to retain and appreciate their own and each other's respective language and cultural heritage.

Performance Standards:

S5 6. The teacher designs learning environments that enable learners to participate actively in a variety of individual and group learning activities, including management of simultaneous individual, small, and large group instruction.

Standard #8 The teacher of students with adaptive learning needs demonstrates professionalism and ethical knowledge and skills related to students with adaptive learning needs.

Knowledge Standards:

S8 3. The teacher knows evidence-based, best-practice educational methods and understands the differences between such methods and controversial and unsubstantiated practices.

S8 5. The teacher understands the importance of the teacher serving as a model for students with adaptive learning needs.