**Course Number & Title:** EDUC 546 Reading and Language Arts Instruction in Special Education  
**Term & Year:** Fall 2018

**Instructor:** Dr. Leah Wood  
**Office Location:** Education (02) Room 108  
**Phone:** (805) 756-2079 — Dr. Wood's office line  
**Class Location & Time:** Tues 1:10 – 4:00  
Education (02) Room 126  
**Office Hours:** Tues 11-1; Wed 2-4; additional hours by request

**Email:** awood17@calpoly.edu

**Course Description:** An overview of principles of reading instruction, elements of the language arts program including literature-based reading, content area reading, and the role of phonics, emergent literacy, and diagnosis of reading problems for special education teachers.

<table>
<thead>
<tr>
<th>COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:</th>
<th>ASSESSMENT</th>
<th>STANDARD</th>
<th>SOE LEARNING OUTCOME</th>
<th>SUB-DISPOSITION (listed at end of document)</th>
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</thead>
<tbody>
<tr>
<td>1. Students will describe key theoretical concepts and evidence-based foundations of reading and writing processes and accurately apply them in the consideration of instruction for students with mild to moderate disabilities.</td>
<td>Classwork</td>
<td>PS 2, 9, 11, 13; MMS 3, 5</td>
<td>1, 2, 6</td>
<td>1.1, 3.1</td>
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<td>2. Students describe or identify effective instructional approaches and materials for an integrated, comprehensive, balanced curriculum to support student learning in reading and writing across content areas for students with mild to moderate disabilities.</td>
<td>Literature activities lesson plans and presentation, Reading case study assignment</td>
<td>PS 2, 9, 13; MMS 3, 5</td>
<td>1, 2, 3, 6</td>
<td>1.1, 2.2, 3.1</td>
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<td>3. Students demonstrate accurate use of a variety of assessment tools and practices to effectively plan and evaluate reading and writing instruction for students with mild to moderate disabilities.</td>
<td>Reading case study assignment, Early literacy assessment and instruction assignment.</td>
<td>PS 3, 4, 5, 9, 10, 13; MMS 2, 3, 5</td>
<td>1, 2, 4, 6</td>
<td>1.1</td>
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<td>4. Students demonstrate engaging their students in literacy practices that promote awareness and development of understanding, respect, and a valuing of differences in our society.</td>
<td>Reading case study assignment, Early literacy assessment and instruction assignment.</td>
<td>PS 3, 4, 9, 10, 11, 12, 13; MMS 4, 5</td>
<td>1, 2, 5, 6</td>
<td>1.1, 1.2, 2.1, 2.2, 3.1, 3.2</td>
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<td>5. Students create a literate environment that shows evidence of the integration of foundational knowledge, instructional practices, approaches and methods, and appropriate choice of curriculum materials and appropriate use of assessments for students with mild to moderate disabilities.</td>
<td>Reading case study assignment, Early literacy assessment and instruction assignment.</td>
<td>PS 2, 5, 9, 11, 13; MMS 2, 3, 5</td>
<td>1, 2, 4, 6</td>
<td>1.1, 1.2, 2.1, 2.2, 3.1, 3.2</td>
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<td>6. Students demonstrate awareness of and practices toward professional learning and leadership as a career-long effort and responsibility.</td>
<td>Reading case study</td>
<td>PS 2, 16</td>
<td>1, 2, 5, 6</td>
<td>1.1, 3.1, 3.2</td>
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</tbody>
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**Note:** For each learning outcome, the applicable standard and SOE learning outcome is listed by number (full text provided at the end of syllabus).
*OR available FREE online at [http://lib.calpoly.edu/find-and-borrow/open-resources/required-textbooks/](http://lib.calpoly.edu/find-and-borrow/open-resources/required-textbooks/)


*** Additional readings may be posted on Poly Learn each week.

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**TECHNICAL REQUIREMENTS FOR THIS COURSE**

1. Candidates must activate their Cal Poly email accounts and check their Cal Poly email multiple times per week. Cal Poly mail may be forwarded to a private account. For assistance with this, go to the main Cal Poly Portal page and click on the “Personal Info” tab (upper right hand corner).

2. Candidates must have access to computers and the Internet in order to complete requirements for this course. A very recent version of Mozilla Firefox or Google Chrome is highly recommended. You will be required to submit video examples of your teaching. The School of Education has equipment you can check out in order if needed (see Drs. Wood for more information).

3. Candidates may be encouraged to bring laptops or iPads to class on certain days. You can bring your own, use the one issued to groups in class, or check one out from the SOE.

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**ASSIGNMENTS/EVALUATION CRITERIA**

**General requirements:**

1. Candidates are expected to be prepared, present, and professional. There will be readings, assignments, and podcasts due for most class sessions. Candidates should check Poly Learn regularly for assignment updates and ongoing course information.

**Note:** Most assignments in this course will be handed in as “hard copies” and not submitted to Poly Learn electronically.

**Course Assignments:**

1. **Active Participation: (weekly, weeks 2-11)**
   
   Students will be given essay questions, or skills assessments on the topic from previous week and readings for the current week. Students are expected to read assigned readings and watch weekly podcasts prior to scheduled class sessions. Many of these assignments will be embedded in the course podcasts. Bring these to class to receive credit.
2. **Literature Activities Lesson and Presentation: (weeks 2-10; due one time only)**

Students will be required to choose an activity from the Yopp and Yopp text and use children’s literature to teach the activity to the class. Include evidence of how you would adapt or differentiate the literacy activity to support the learning needs of students with mild/moderate disabilities. Presentations will be given during class beginning Week 2. See Appendix A for grading checklist.

3. **Early Literacy Assignment and Instruction: (recommend completing between weeks 3 and 6; due week 6)**

With a partner, choose a student with emerging literacy skills (probably in grades K-2, but it can be an older student who needs foundational literacy supports):

- Select and complete an assessment of at least one early literacy skill (phonemic awareness and phonics knowledge) using the CORE multiple measures assessments or the LSF or WIF CBM from the Hosp et al. text.
- Write a brief analysis of results, describe the alignment between the results, the student’s reading IEP goals, and the CCSS
- Develop two direct, systematic, and explicit lesson plans using the assessments as a guide to address the needs of the student. Consider diverse learning needs, including cultural considerations, language considerations, and opportunities to support the specific strengths and areas of need for your student. Each candidate will teach and observe one lesson. Candidates will write lesson reflections.
- See Appendix B for the task analysis for this assignment

4. **Reading Case Study: (recommend completing between weeks 5 and 10; due week 11)**

Students will choose a student or small group of students from grade K-12 (a different student from the Early Lit project).

- Select the appropriate assessment to determine the students reading level, strengths, and areas of need.
- Give the assessment(s)
- Write lesson objectives that are appropriate for the students’ present level of performance. Collaborate with your Cooperating Teacher when analyzing data and writing lesson objectives.
- Plan three lessons to teach to the student’s needs and strengths. Your plans should be: (a) direct, explicit, and systematic, (b) culturally responsive, (c) include applications for reading instruction across content areas, and (d) include a writing component (the student should produce a permanent product at some point in the unit). You will collect ongoing data, which you will graph using Excel and interpret. You will estimate projected data and make a data-based decision based on the combined data (real and fictitious).
- A partner will observe one of the lessons you teach and provide feedback on your plans and instruction. Your cooperating teacher will observe one of your lessons and provide feedback on that plan and instruction.
- Present project to the class in small groups.
- See Appendix C for description and checklist

5. **Curriculum Evaluation Project: (recommended completing by week 7; due week 9)**

Students will choose a reading curriculum from your minor or major placement. Using the evaluation sheet in the Appendix, review 5 consecutive lessons from the commercial program. You will evaluate the extent to which the program is explicit, systematic, multisensory, and culturally responsive.

6. **Final Exam: construct your binder weeks 1 – 11; due week 12**

Video presentation of your binder. Show the major elements that you have included, and explain how you will use this as a resource to inform your practice as a teacher. See Appendix F for a detailed description and checklist.

**GRADING**

An absolute "curve" will not be used for establishing the grade assigned to candidates in this class. According to the 1998-99 Cal Poly Catalog, the following grading system is in effect:
A Superior attainment of course objectives 94-100%
A- 90-93%
B Good attainment of course objectives 84-89%
B- 80-83%
C Acceptable attainment of course objectives 74-79%
C- 70-73%
D Poor attainment of course objectives 64-69%
D- 60-63%
F Non-attainment of course objectives

"Plus" and "Minus" grades will be assigned. A grade of Incomplete (I) will be issued by the instructor only under the most extreme circumstances.

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Literacy Activity</td>
<td>10</td>
</tr>
<tr>
<td>Early Literacy Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Reading Case Study</td>
<td>30</td>
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<tr>
<td>Curriculum Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Final Video Exam / Reading Binder</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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GENERAL GUIDELINES

Please read these guidelines carefully.

1. All assignments submitted to the instructor must be the original work of the candidate and shall not have been submitted for credit in any other course. Unless otherwise indicated by the instructor, assignments are to be completed by individual candidates, do not share, copy or plagiarize other candidate's work. Collaboration in the form of discussion and input from others, however, is highly encouraged.

2. All assignments must be completed and presented to the instructor on or before the due dates. If assignments are submitted late, students will be eligible to earn up to 50% of the original value of the assignment if turned in within one week of the original due date (by the start of the next week’s class). Note that this means that anything turned in after the start of class the day an assignment is due will receive, at a maximum, 50% of the original grade. It is highly encouraged that you work on course assignments ahead of time; please do not wait until the last minute to complete assignments.

3. Unless specifically directed otherwise, all written assignments must be completed using Microsoft Word and APA guidelines. Assignments in this course will be submitted as “hard copies” in class.

4. Before submitting any assignments, reread your work to ensure that it reflects the professional quality expected of a teacher. Please do not rely on the Spellcheck function of your computer. Employ good sentence structure and grammar and correct all typing/spelling errors. As teachers, you are models for pupils. Therefore, you are expected to model appropriate oral and written language in this class.

5. It is University policy to provide, on a flexible and individual basis, reasonable accommodations to candidates who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Candidates with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations. For more information, please visit the Disability Resource Center on campus or online: [http://drc.calpoly.edu/](http://drc.calpoly.edu/).
### COURSE SCHEDULE, FALL 2018 *(SUBJECT TO CHANGE)*

Note: Additional information and materials, including podcasts, will be posted weekly on Poly Learn

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class Topics</th>
<th>Readings</th>
<th>Podcasts</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1.   | - Course Overview  
- General Curriculum Access & Instructional alignment  
- Barriers to literacy for students with mild/mod disabilities  
- Developing technically adequate lesson plans | - Ch. 17 Harn et al. (PDF) pp. 229-235  
- Ch. 2 Carnine et al. (PDF)  
- SKIM Chs. 1-2 of Hosp et al. | Syllabus/Course Overview |  |
| 2.   | - Curriculum Based Measurement  
(screening, eligibility, and progress monitoring)  
- Direct, explicit, systematic instruction for teaching reading to students with mild/moderate disabilities | - Ch. 3 & 4 Hosp et al.  
- SKIM CORE book (pay close attention to pp. 12-15) | Overview of CBMs | Lit Presentations (will present one time each, weeks 2-10) |
| 3.   | - Phonemic awareness  
- Emergent / Early literacy  
(developmental considerations, assessment, prerequisite skills, barriers for students with mild/mod disabilities, research and EBPs for teaching students with M/M disabilities) | - Ch. 6 of Carnine et al. (PDF)  
- SKIM Ch. 2-3 O’Connor & Vadasy | Phonological and Phonemic Awareness |  |
| 4.   | - Decoding (developmental considerations, assessment, prerequisite skills, barriers for students with mild/mod disabilities, research and EBPs for teaching students with M/M disabilities) | - Ch. 4 O’Connor & Vadasy  
- Chs. 8 & 14 Carnine et al. (PDF) | ELSB & ERSB |  |
| 5.   | - Advanced word reading  
(developmental considerations, assessment, prerequisite skills, barriers for students with mild/mod disabilities, research and EBPs for teaching students with M/M disabilities) | - Ch. 5 O’Connor & Vadasy  
- Ch. 15 Carnine et al. (PDF) | Technology |  |
| 6.   | - Spelling and Vocabulary  
(developmental considerations, assessment, prerequisite skills, barriers for students with mild/mod disabilities, research and EBPs for teaching students with M/M disabilities) | - Ch. 6-7 O’Connor & Vadasy | Vocabulary | Early Literacy Assignment DUE |

### Additional Information and Materials
- Serials, including podcasts, will be posted weekly on Poly Learn
- Lecture topics:
  - Continued Practice of other strategies and standards in special education: PS: 4.1, 4.2, 11.4, 13.1, 13.2
- Continued Practice of other strategies and standards in special education:
  - PS: 5.1, 5.2, 5.3, 6.2, 11.4
  - M/M: 2.1, 2.2, 2.3
- Continued Practice of other strategies and standards in special education:
  - PS: 5.1, 5.2, 5.3, 6.2, 11.4
  - M/M: 2.1, 2.2, 2.3
- Continued Practice of other strategies and standards in special education:
  - PS: 5.1, 5.2, 5.3, 6.2, 11.4
  - M/M: 2.1, 2.2, 2.3
- Continued Practice of other strategies and standards in special education:
  - PS: 5.1, 5.2, 5.3, 6.2, 11.4
  - M/M: 2.1, 2.2, 2.3
- Continued Practice of other strategies and standards in special education:
  - PS: 5.1, 5.2, 5.3, 6.2, 11.4
  - M/M: 2.1, 2.2, 2.3
- Continued Practice of other strategies and standards in special education:
  - PS: 5.1, 5.2, 5.3, 6.2, 11.4
  - M/M: 2.1, 2.2, 2.3
- Continued Practice of other strategies and standards in special education:
  - PS: 5.1, 5.2, 5.3, 6.2, 11.4
  - M/M: 2.1, 2.2, 2.3
- Continued Practice of other strategies and standards in special education:
  - PS: 5.1, 5.2, 5.3, 6.2, 11.4
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  - M/M: 2.1, 2.2, 2.3
- Continued Practice of other strategies and standards in special education:
  - PS: 5.1, 5.2, 5.3, 6.2, 11.4
  - M/M: 2.1, 2.2, 2.3
| Week 7: 11/6/18 | Fluency (developmental considerations, assessment, prerequisite skills, barriers for students with mild/mod disabilities, research and EBPs for teaching students with M/M disabilities) | - Ch. 8 O’Connor & Vadasy | Fluency | Curriculum Evaluation Project DUE (can submit by week 9) |
| Week 8: 11/13/18 | Comprehension (developmental considerations, assessment, prerequisite skills, barriers for students with mild/mod disabilities, research and EBPs for teaching students with M/M disabilities) | - Chs. 9-10 O’Connor & Vadasy | Comprehension | |
| Week 9: 11/20/18 | Teaching literacy across content areas (assessment, collaborating with general education teachers, general curriculum access) | - Reading in secondary grades (assessment, peer supports, self-determination) | - Chs. 11 & 14 O’Connor & Vadasy | Data-Based Decisions in Reading Literacy for Secondary Grades | Reading Case Study Video Lesson DUE |
| Week 10: 11/27/18 | Writing (developmental considerations, assessment, prerequisite skills, barriers for students with mild/mod disabilities, research and EBPs for teaching students with M/M disabilities) | - Ch. 18 Mason & Benedek-Wood (PDF) | |
| Week 11: 12/4/18 | Cultural aspects of teaching reading (respecting diversity, using culturally responsive texts and materials, supporting the dual learning needs of students who are emergent bilingual and have a mild/moderate disability) | - Promoting engagement / motivation (positive behavior supports for promoting literacy) | - Ch. 11 Correa & Miller (2014) PDF | Reading Motivation | Complete Reading Case Study DUE |
| Week 12: 12/11/18 | - Final exam: Present binders in small groups | | | Final Video Exams Due / Share Binders in Class | |
VISION
The school of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION
The school of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

LEARNING OUTCOMES
1. Be qualified, competent, and caring professional educators: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.
2. Integrate principles and practices of professional fields to support student learning: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
3. Engage in cross-disciplinary and collaborative practices: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.
4. Demonstrate authentic assessments designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards; and are used to modify programs and practices.
5. Effect sustainable communities in a multicultural environment: Assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
6. Engage in professional practices: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.

SOE DISPOSITIONS
Professionalism
1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice
2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change
3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.
3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

SCHOOL OF STANDARDS FOR EDUCATION SPECIALIST MILD/MODERATE DISABILITIES CREDENTIAL
Program Standard 2: Professional, Legal, and Ethical Practices
Program Standard 4: Effective Communication and Collaborative Partnerships
Program Standard 5: Assessment of Students
Program Standard 11: Typical and Atypical Development
Program Standard 12: Behavioral, Social and Environmental Supports for Learning
Program Standard 14: Creating Healthy Learning Environments
Program Standard 16: Assessment of Candidate Performance

Mild/Moderate 1: Characteristics of Students with Mild/Moderate Disabilities
Mild/Moderate Standard 2: Assessment Evaluation of Students with Mild/Moderate Disabilities
Mild Moderate Standard 4: Positive Behavioral Support
Mild Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

1. University Learning Objectives (ULOs) supported by the course.
   - Think critically and creatively.
   - Communicate effectively.
   - Work productively as individuals and in groups.
   - Use their knowledge and skill to make a positive contribution to society.
   - Make reasoned decisions based on understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability.
   - Engage in lifelong learning.
Appendix A: Grading Checklist for Literature Activities Lesson and Presentation (10 pts --- 10% of final grade)

**Step 1.** Select a literacy activity to demo for this project. Sign up for your preferred activity on Poly Learn, using the discussion forum link (“Sign ups for Literature-Based Reading Activities”) under the “Course Resources” heading on the first section of Poly Learn. You must check to see that no one else has already claimed the activity you picked. If so, pick a different one.

**Step 2.** Familiarize yourself with your activity. You are welcome to use additional resources or materials, including the Internet, but you are not required to do this. **Develop a 1-page handout** that explains the steps to implementing your activity. If your activity includes a graphic organizer or other visual, you can include a clean copy of this visual on the back of your handout. If there is something we can give each other that can be copied and used in the future, that’s great. Avoid too many words on your handout. Keep it very clear and concise, and use bullets and pictures or images (if applicable). (5 pts)

**Step 3.** Develop a 5-min demonstration of your activity to present in class. You can spend no more than 1 min introducing your activity. Don’t go into too much detail, as your peers will have the handout, and they will be able to understand from watching you demonstration. Be creative demonstrating the activity. Make sure that you are demonstrating how this is used to teach literacy, and make sure you do not use the same example from the book. Be original and creative, but you will have to provide your own materials, so be aware of your limitations. I have a LOT of children’s book at home if anyone needs to borrow any. (5 pts)

**Grading checklist:**

**Handout**

___ Information is clear and concise (0-2 pts)
___ Handout provides enough information to adequately describe the implementation of target activity (0-3 pts)

**Presentation**

___ Introduces the activity briefly but clearly (0-1 pt)
___ Presents clearly (good pacing, eye contact, articulates, speaks loud enough for all to hear) (0-1 pt)
___ Content is based on literacy and is engaging (0-2 pt)
___ Completes demonstration within a 5 min time frame (30 sec grace period) (0-1 pt)

**TOTAL:** ___ / 10
Appendix B: Checklist for Early Literacy Assignment (100 pts --- 20% of final grade)

**Step 1.** Select a partner in class. You will work together on all components of this assignment except the reflections. It’ll be important for people in secondary placements to partner with someone with a major placement in younger grades. Anyone who has emerging reading skills will be a good target student, though.

**Step 2.** Select a student who is preferably in grades K-1 (or any grade, as long as this person has emerging reading skills).

**Step 3.** After consulting with the student’s teacher and reading the student’s ELA IEP goals, choose an assessment related to an area of need in literacy. Use the CORE Multiple Measures assessments or other CBMs from the Hosp et al. text (see ch. 4 for information about LSF or WIF CBMs) to assess early or emerging literacy skills (phonemic awareness or phonics). Write a brief (1-2 pages) description of the assessment(s) you chose (including a statement of why you chose them) and analysis of the results, including a discussion of how these scores relate to the student’s current IEP goals and current instructional (curricular) program. (20 pts)

**Step 4.** Develop one instructional objective based on these results and develop two lesson plans that will address this objective. Use the lesson plan template provided on Poly Learn. Your lessons must include direct, systematic, and explicit instructional teaching methods. Submit a copy of both of these plans. (30 pts)

**Step 5.** Both you and your partner will teach one plan. The partner who is not instructing will be observing and providing feedback using the form on Poly Learn. You must conference with each other following the lesson and discuss (a) what went well and (b) what could be improved in the future. You will submit both of these observation/feedback forms (one per candidate). (10 pts)

**Step 6.** Each candidate will write a reflection (approximately 2 pages) of the lesson he or she teaches. In the lesson include your own analysis of (a) what went well and (b) what can be improved in the future and what steps will be done to make these improvements. Additionally, (c) reflect on the project as a whole --- what was your biggest take away, and what areas do you still need continued practice. (20 pts)

**Step 7.** You and your partner will submit evidence of data collected during both lessons. This can include data sheets (originals) or student work samples with your feedback. If submitting work samples, submit a copy of the original work, and black out all identifying information. In addition to the raw data, submit a brief (no more than 1 page) description of what this small amount of data tells you and what you would expect to see happen if the lessons continued. (20 pts)

**Notes:**
You will turn in the underlined components as one complete packet (one packet per group). You will submit both of your reflections in this one packet of work. You will receive individual grades comprised of the group work (sum of steps 3, 4, 5, and 7) and your individual work (step 6). While most of the work will be completed together, and 80% of the work submitted will be assigned as a grade to both of you, the remaining 20% of your final grade will depend on your independent work on the lesson reflections.

Please submit this assignment in a paper folder or manila envelope, or use a large clip to hold it all together. Label each separate component clearly using these headings: (1) Description and Analysis of Initial Screening Assessment, (2) Lesson Plans, (3) Observation/Feedback Forms, (4) Candidate Reflections, (5) Raw Data and Analysis of Data.
Appendix C: Task Analysis for Reading Case Study (100 pts --- 30% of final grade)

Step 1. Select a student or students with whom you would like to work on reading skills. Talk to your cooperating teacher to make this decision.

Step 2. Read the student’s current IEP goals. Conduct initial reading assessments: Use your CORE book or CBM book and select assessments that are most related to the IEP goals of your target student or students. You will submit this assessment data, along with a brief (1-2 paragraph) justification for why you chose those specific assessments (8 pts).

Step 3. Write learning objectives that are aligned to the CCSS, the student’s IEP, and are directly related to the assessment data you obtained. Your plans can focus on more than one objective, but be reasonable in your selection. Probably you will focus on one to two objectives across the three lessons (teaching all target objectives within each of the three lessons). They must be measurable and objective, as you will collect and graph data across the three lessons. You will submit a list of the learning objectives across the three lessons and a brief justification for how these objectives were (a) derived from the assessment data, (b) aligned to the IEP, and (c) aligned to the CCSS (10 pts).

Step 4. Develop three lesson plans using the template provided on Poly Learn. You and your mentor teacher can work out a teaching schedule (one lesson per day, one time a week will most likely be your schedule). Lesson plans must address the following components: (a) explicit, systematic, and direct instruction; (b) culturally responsive teaching; (c) writing; and (d) integration across content areas. You will submit these three lesson plans (30 pts).

Step 5. Using a SPED program iPad or a personal device, you will film yourself teaching one of your lessons. You can share this file with me using EdThena, Airdrop, or Google Drive. I will evaluate your lessons using the same Observation Report tool used by your supervisors and cooperating teachers. (10 pts)

Step 6. You will aim to teach these lessons over a three-week period, and you will be observed by a peer from class (one lesson) and your cooperating teacher (any one of your lessons that has not been observed by a peer or course instructor). They will fill out the Observation Report tool, which will be available on Poly Learn. They will turn these forms into you directly, and you will submit both feedback forms. (12 pts)

Step 7. You will write a brief reflection following each lesson. You will include responses to: (a) what went well, (b) what do I need to adjust, (c) what did I learn from the feedback I received (if applicable). You will submit these three reflections. (9 pts)

Step 8. You will collect ongoing progress monitoring data that provides a direct measure of your lesson objectives across all three lessons. You will turn in any permanent products or data sheets used to collect data. You will also create fictitious data so that you have 10 data points total per objective (three real, seven fictitious). Make copies of permanent products so your students can keep the original. Black out any student names. In addition to turning in the raw data, you will create a graph of your data (one graph per objective) that you will maintain throughout the lesson. Graphs will include both real and fictitious data (these will be coded by type—real or fictitious). You will draw a trend line and aim line on your graph and make an instructional decision. You will need one baseline data point on your graph, which you can get the first day you teach. Use this point to begin your aim and trend line. You will make an instructional decision based on this data, and you will write a brief 1-page statement that summarizes the data and justifies your instructional decision. (16 pts)

Step 9. You will present your project to a group of 2-3 of your peers in class on week 12. You will provide a brief overview of your project, but you model teaching one of your three lessons to your group. This will be the bulk of the presentation. Your group members will provide you with verbal feedback (5 pts).
Appendix D: Curriculum Evaluation Project (100 pts – 20% of final grade)

Select a commercial reading program from your minor or major placement. Read through the teacher’s manual / implementation guide and at least five lessons from the program. Using this information, evaluate each of the six categories listed below. Prepare either a written paper (3-5 pages) or a brief video presentation explaining your ratings. Provide specific evidence from the program for each category. In addition to a written paper or video presentation, submit the completed evaluation form and photo copied examples from the curricular program to justify your ratings.

**Curriculum Program Evaluation Sheet**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 1. Teacher preparation| - Provides clear instructional objectives  
- Relates competency goals to objectives  
- Provides an advanced organizer of what the lessons include  
- Provides clear integration of skills across big ideas of reading  
- Provides leveled books for instruction                                                                 |        |
| 2. Teacher input/model| - Provides assessment of prior knowledge  
- Begins lesson with review of previous learning  
- Provides models for the students  
- Provides meaningful examples and nonexamples  
- Directs teacher to have students respond as a group and individually  
- Teacher provides meaningful feedback and error correction |        |
| 3. Guided practice    | - Asks a large number of questions and checks responses of all students  
- Guides student practice  
- Provides scaffolds for difficult tasks  
- Teacher leads students by responding with them  
- Tests and checks for student understanding  
- Checks to obtain high success rate before moving on to independent practice  
- When students do not meet mastery, additional examples are provided                                                                 |        |
| 4. Independent practice| - Requires and monitors independent practice  
- Students received guided practice prior to independent practice  
- Independent practice aligns with guided practice                                                                                   |        |
| 5. Lesson follow up   | - Directions to determine when to reteach, review, or introduce new material                                                                                                                                  |        |
- Skills are reviewed, maintained, and/or built upon throughout the lessons

### 6. Instructional enhancements

- Model, lead, test format
- Unison choral responding with signal
- Unison response card responding with signal
- Format for error correction

### Overall Conclusion

<table>
<thead>
<tr>
<th>Components of paper OR video (80 of the 100 points):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brief description of the features of the product (name, publisher, date of publication, key components of the program) – 5 pts</td>
</tr>
<tr>
<td>2. Brief description of research (Has external research been conducted on this program? Is it listed in the What Works Clearinghouse?) – 5 pts</td>
</tr>
<tr>
<td>3. Description of evidence for categories 1-6 (provide specific examples to back up your ratings) – 60 pts</td>
</tr>
<tr>
<td>4. Description of overall conclusion (Overall, would you recommend use of this program? Is this something you hope to use in the future if you teach in a similar classroom? How might you supplement or modify this program to make it more effective, if appropriate) – 10 pts</td>
</tr>
</tbody>
</table>

**Grading Checklist:**

1. Completed Curriculum Evaluation Sheet – 10 points
2. Paper OR video – 80 points
3. Printed copies with evidence highlighted, circled, or coded – 10 points
Appendix E: Video Final – Reading Binder Presentation (10% of final grade)

In addition to the personal binder you use for class (if you use one), you will need to create and maintain a Reading Resource Binder throughout the quarter. I will have more information the first night of class about organization. We will also discuss this as a class, and the organization will be very flexible. Essentially you will be creating a resource that you will keep with you in the classroom to support your lesson planning and instruction throughout your teaching career. Be thinking about ways we can organize and develop these so they are the most helpful for you. You will turn in a self-assessment / reflection at the end of the quarter. This product will be factored into that grade (you will self-assess the quality of your binder). Approximately 10% of your course grade.

There will be three major components of this grade:

1. **Your reading binder**: A compilation of materials you collect throughout the quarter that you believe will support your reading instruction in the future. We will discuss the organization of this binder in class, and some components will be uniform across all binders (e.g., running log of reading vocabulary --- orthography, phonemic awareness; 1-page handouts of reading activities). You will have a great deal of autonomy to make this a tool that will help you and fit your own learning preferences. You will need to have a clear organizational system so that your materials are easily accessed and used.

2. **Video**: This is how I will grade the quality of your binder, as you will be keeping them, not me. This video will be a 3-5 min “tour” of your binder. You will show me the overall content of your binder, including how you have organized the major sections. You will select three “highlights” to show me. These will be three tools in your binder that you find the most valuable. In addition to showing and telling me about these components, you will give an example for how you plan to use each of these tools in your future teaching. You can be creative with this section. If it’s best to use a friend to help demo how you will use a tool, that’s great. If you’d rather tell me a fictitious case study that exemplifies how you will use this, that’s great too. I will be grading on the quality of the content, the organization of the content, and your ability to convince me that you have a firm grasp on how these tools can be used to support your teaching. **(5 pts)**

3. **Self-assessment / Reflection**: You will write a two to three page reflection. This reflection is going to tell the story of (a) what you learned this quarter that has most informed your teaching, (b) your plan for continued growth and education in the area of reading instruction for special education, and (c) your philosophy about teaching reading to all students. **(5 pts)**

The video and reflections must be submitted by the beginning of class week 12 (exam week).
Appendix F: Supplemental Reading List (Not required / Not evaluated)

Direct / Explicit Instruction:

Phonemic Awareness:

Decoding:

Advanced Word Reading:

**Fluency:**
O’Connor, R.E., Swanson, H.L., & Geraghty (2010). Improvement in reading rate under independent and difficult text levels: Influences on word and comprehension skills. Journal of Educational Psychology, 102, 1-19.

**Assessment:**

**Vocabulary:**

**Comprehension:**

**Evidence-Based Practices:**

**Response to Intervention:**

**Motivation to Read and Exposure to Print:**

*Articles for students with moderate intellectual disability or ASD*