READ 5306
Literacy Assessment Practicum
School of Education
The University of Texas at Tyler

Course:	**READ 5306-060**
Semester & Year:	**Fall 2024**
Location:	**Graduate – Online**
Instructor Information:	**Dr. Gina M. Doepker**
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<mark>**Important Reminders & Deadlines**</mark>

First Class Day	August 26, 2024
Deadline for Fall 2024 Graduation	October 1, 2024
Last Day to withdraw from Course	November 4, 2024
Registration for Spring 2025	Starts November 4, 2024
Fall (Thanksgiving) Break	November 25-29, 2024
Final Exam Week	December 9-13, 2024

Course Description. Field experience focused on addressing the literacy assessment needs of struggling readers and writers in PreK-12 clinical and/or classroom settings. **A field-based practicum is required.**

The content of READ 5306: Literacy Assessment Practicum, offered during Fall semesters, is intricately linked and coordinated with the content of READ 5307: *Literacy Instruction Practicum*, offered during spring semesters. In READ 5306, you will have opportunities to develop or expand

essential literacy assessment and instruction knowledge and skills. In READ 5307, you will engage in a supervised practicum, which will provide you with opportunities to apply what you learned about literacy assessment and instruction by working directly with school-aged children in real-world school settings.

Important Notes Re: Field-Based Practicum Requirements

Our MEd-Reading program places a great deal of emphasis on field-work that enables program graduates to apply knowledge and skills gained in real-world instructional settings. Our emphasis of field work is consistent with The Texas Administrative Code, which stipulates that each certificate program provide a minimum of 360 hours (200 coursework and 160 hours of field) for the Reading Specialist[1] certificate. Following these guidelines and consistent with the Texas Examination of Educator Standards (TExES) standards for the preparation of reading teachers and reading specialists we have designed this practicum so that students spend approximately 160 hours engaging in field work that focuses on the identification of reading and writing difficulties using a set of assessments tools, and designing evidence based literacy instruction aimed at addressing these difficulties among struggling readers and writers. The 160 supervised practicum hours required by the Texas Administrative Code are distributed across multiple courses including READ 5306 (Fall semester) and READ 5307 (Spring semester)—See *Practicum Handbook* for more details about the supervised practicum field hours along with guidelines for completing the practicum.

Knowledge Base(s) for This Course

This graduate level course builds upon the knowledge base and experiences gained in prior graduate coursework addressing language and literacy issues. The course addresses clinical and classroom aspects of literacy assessment and instruction. Emphasis will be placed on examining the causal factors, which inhibit the students' developmental processes of learning to read and write, and how an understanding of these factors enables a teacher to develop an effective program of instruction for all students, including those with language and learning challenges.

Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (ILA, 2017; TEA, 2012). ILA standards pertain primarily to Standard 2: *Instructional strategies and curriculum materials* and Standard 3: *Assessment and Evaluation.* TExES Standards pertain primarily to Domain II: *Assessment and Instruction,* Domain III: *Strengths and Needs of Individual Students,* and Domain IV: *Professional knowledge and leadership*.

Course content is grounded in literacy research, policy, and practice findings (e.g., Bell & McCallum, 2008; Gay, 2000; NICHHD, 2000, Snow, Griffin, & Burns, 2005) that identify the performance criteria demonstrated by effective reading professionals. Course content is further guided by the following state and national standards:

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[1] Requirements for the preparation of **Reading Specialists** in the State of Texas (Texas Administrative Code, Chapter 239, Subchapter D)

- TAC § 241.10 (b). The Reading Specialist preparation program shall include a field-based practicum whereby candidates must demonstrate proficiency in each of the standards identified in § 42.15 this title.
- TAC 228.35 (b) an educator preparation program shall provide a candidate [for Reading Specialist] with a minimum of 200 clock hours of coursework that is directly aligned to the state standards.
- TAC 228.25 (c) (3) an educator preparation program shall provide a practicum … for a minimum of 160 clock hours [for Reading Specialist]

1. *International Literacy Association (ILA, 2017) Standards for the Preparation of Reading Professionals*, with a specific focus on Standard 1. Foundational Knowledge, Standard 2: Curriculum & Instruction, Standard 3. Assessment and Evaluation, Standard 4: Diversity and Equity, and Standard 7: Practicum/Clinical Experiences (for specialized literacy professionals only).
2. *Texas Examination of Educator Standards (TExES, 2012) Standards for the Preparation of Reading Specialists* with a focus on Domain II: Assessment and Instruction, and Domain III: Strengths and Needs of Individual Students.
3. *Texas Educator Standards (2016) Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),* which delineate the performance of educators with a focus on Standard 1: Instructional Planning and Delivery, Standard 3: Content Knowledge and Expertise, and Standard 5: Data-Driven Practice. *Texas State Board for Educator Certification Standards* (TSBECS, 2016).
4. *Texas Prekindergarten Guidelines* (TPG 2015) standards, which delineate elements of success for early learning and development with a focus on skill domains 2 (Language and Communication), 3 (Emergent Literacy Reading), and 4 (Emergent Literacy Writing).
5. *International Society for Technology in Education Standards for Educators* (ISTE) standards, which define the digital age skills and pedagogical insights educators need to teach, work and learn. Focus on standards pertaining to educators as learners, leaders, citizens, collaborators, designers, facilitators, and analysts.
6. *Interstate New Teacher Assessment and Support Consortium* (InTASC) Standards, which delineate the knowledge, skills, and dispositions teachers should possess when beginning their careers. Focus on standards 2 (Learning Differences), 6 (Assessment), and 7 (Planning Instruction).
7. *College and Career Readiness Standards* (CCRS), which define what students should understand and be able to do by the end of each grade. Focus on CCRS-ELA-Literacy standards 1-10.

Student Learning Outcomes (SLOs): Upon successful completion of the requirements of this course, students will be able to:
1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.
2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.
3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices.
4. Develop knowledge and skills in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.
5. Gain knowledge and skills in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment

1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.	Course Readings Lectures Analysis of Literacy Assessments Assessment & Instruction Report	Class Participation & Discussions Analysis of Literacy Assessments Assessment & Instruction Report Quizzes Portfolio Artifact	ILA 5.1 TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 2.7b,c InTASC 2, 6, 7; CCRS 1-10.
2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.	Course Readings Lectures Analysis of Literacy Assessments Assessment & Instruction Report	Class Participation & Discussions Analysis of Literacy Assessments Assessment & Instruction Report Quizzes	ILA 2.1, 2.3, 5.1 TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 2.7b,c InTASC 2, 6, 7; CCRS 1-10.
3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices.	Course Readings Lectures Analysis of Literacy Assessments	Class Participation & Discussions Analysis of Literacy Assessments Poll & Post Assessment & Instruction Report Quizzes Portfolio Artifact	ILA 3.1, 5.1 TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 2.7b,c InTASC 2, 6, 7; CCRS 1-10.
4. Develop knowledge and skills in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.	Course Readings Lectures Assessment & Instruction Report	Class Participation & Discussions Analysis of Literacy Assessments Assessment & Instruction Report Quizzes	ILA 2.2, 2.3, 3.2 TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 2.3a InTASC 2, 6, 7;

		Portfolio Artifact	
			CCRS 1-10.
5. Gain knowledge and skills in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.	Course Readings Lectures Assessment & Instruction Report	Class Participation & Discussions Analysis of Literacy Assessments Assessment & Instruction Report Quizzes Portfolio Artifact	ILA 3.4, 7.1 TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 2.7c InTASC 2, 6, 7; CCRS 1-10.

COURSE EVALUATION AND REQUIREMENT DESCRIPTION
Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, projects, and class activities. The assignments and projects outlined below are designed to contribute in a different, and yet significant way to your knowledge and experiences in assessing and using assessment data to inform instruction for striving readers and writers in clinical and school settings.

   Important Note about Assigned Readings. Each lecture has a set of readings to support the learning outcomes for that lecture and associated course objectives. The volume of assigned readings will depend on the nature of the topics addressed in each lecture. Some of the readings will be selected from course textbooks; others will be selected from articles and related materials. Please note that given the vast amount of information available in the area of K-12 literacy assessment and instruction, I will not have enough class time to "cover" all of the readings assigned. Consequently, I ask that you **COMPLETE ALL ASSIGNED READINGS**, and be prepared to discuss them with classmates via discussion forums. All assigned readings are important for successfully completing class activities, assignments, projects, and quizzes.

   1. Class Participation & Discussions (20 points or 20% of course grade). Throughout the semester, you will be expected to engage in reading assignments and activities that will help increase your knowledge, skills, and experiences in using assessment data to inform the design, implementation, and evaluation of effective literacy programs for students with diverse needs. As a professional, you should also be actively engaged in your own professional development. The ON YOUR OWN suggestions in the weekly modules will push you to participate in professional development that will support you in becoming a highly qualified literacy professional.

Active participation entails making sustained and substantive contributions by completing assigned readings, asking critical questions, collaborating with peers, and exploring implications and applications of knowledge gained for your own professional work. Your synchronous and asynchronous discussion responses will be evaluated on the level of engagement (how thorough

and detailed your contributions are), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to peers). The following criteria will be used to evaluate your class participation and engagement.

- At minimum, you should post one original response and two responses to peers' posts.
- Original responses should be at least 250 words in length and should present your thoughts in an organized and well-written manner.
- Responses to peers should be at least 75 words in length and contribute substantively to the conversation.

2. Poll & Post (Poll = 1 point & Post = 4 points)
Poll & Post Description — During the first week of class you will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. At an appropriate time, you will complete a post assignment that specifically addresses the same topic.

3. **Project #1: Review & Analysis of Selected Literacy Assessments** (10 points or 10% of course grade). In this assignments, you will have an opportunity to develop expertise in selecting valid and reliable literacy assessments (e.g., informal, norm-referenced, criterion-referenced tests) to help you identify the literacy strengths and needs of diverse students in your classrooms. To this end, your tasks include:
   a. Selecting three assessment tools or instruments including an Informal Reading, Writing, or Spelling Inventory (e.g., Qualitative Reading Inventory, Ganske's Developmental Spelling Analysis, Other), a Criterion-Referenced Reading test (e.g., STAAR, MAP, other), and a Norm-Referenced Reading or Writing test (e.g., Dyslexia Early Screening Test, Gates-MacGinite, G.R.A.D.E., Other).
   b. Conducting a thorough review of each of the assessment tools selected.
   c. Writing a review of the assessment tools selected summarizing your findings.
      I will provide you with step-by step guidance in selecting, reviewing, and writing this report.

4. **Project #2: Literacy Assessment Report - Using Assessment to Inform Instruction Field-Based Project** (40 points or 40% of course grade). This field-based assignment (Approximately 40 field-work hours) is designed to engage you in field work that will help prepare you to participate in the supervised practicum to be completed in READ 5307 in the spring semester. By completing this assignment, you will have an opportunity to develop or expand expertise in identifying students' literacy strengths and needs and using information obtained to design literacy interventions aimed at addressing the needs identified in clinical and classroom settings.

   As you begin to think about the student(s) that you will work with this semester for the assessment practicum, it would be best to choose a student that you can work with this semester as well as for the instructional practicum in READ 5307 next semester. For READ 5307 instructional practicum the student AND mentor teacher must be in a TEA accredited school. Per TEA rules, you will have to complete your READ 5307 Practicum in an Texas Accredited school setting. You can do this after school, like an after/school tutorial, but in order for you to become a certified reading specialist, you must adhere to the rules. The student(s) identified for the READ 5306 assessments could be student(s) enrolled in your classroom-just make sure you have permission to complete the assessments from the child's parents, guardians,

or school principal. Also make sure and assess student(s) that are not considered transient. That will cause a problem for you next semester if the student(s) have moved away. Your specific tasks are as follows:

a. **Identify a child (or a small group of K-12 children) <u>underperforming</u> in the areas of reading and/or writing.**
b. Administer a set of informal and formal assessment measures to determine literacy strengths and needs. Assessments would ideally be collected from multiple sources including (a) administration of specific assessments directly to the child (e.g., an informal reading inventory, an attitude survey, and a developmental spelling test); (b) obtaining archival assessment data from school records (e.g., MAP results, other assessments); and soliciting informal assessments from the child's parents and/or teachers (e.g., interest surveys, parent and/or teacher interviews).
c. Analyze and interpret the assessment data obtained with the goal of diagnosing students' literacy strengths and needs.
d. Use the findings obtained from the assessment measures used to develop a draft of an evidence-based literacy intervention (e.g., over a period of 12-weeks, 60 minutes a day, 2-3 times per week) aimed at addressing the literacy needs identified.
e. Prepare a Literacy Assessment report describing the work accomplished (e.g., student profile, assessments used, interpretation of assessment results, literacy intervention proposed), and reflecting on your professional learning and growth as a result of completing this project.

I will guide you step by step in planning for, completing, and writing a 5-7 single-space page report for this project, which will help set the stage for the field work you will complete in READ 5307: *Literacy Instruction Practicum*, during the spring semester.

The criteria for evaluating the Literacy Assessment and Instruction report will focus on the extent to which you have (a) effectively conducted and used assessment data to inform literacy instruction, (b) designed an effective intervention program to address the needs of your student(s), and (c) reflected on your professional learning and growth, and (d) produced a well written report that showcases your literacy assessment and instruction expertise (see attached project evaluation rubric.)

5. Exams and Quizzes (25 points or 25% of course grade). There will be three scheduled exams/quizzes covering content addressed in lectures, discussions, and assigned readings. The content of exams/quizzes, which will consist of constructed response answers, is designed to probe your level of preparedness in assessing and teaching K-12 students having difficulty in reading and/or writing in clinical and/or classroom settings.

6. Program Portfolio Artifact (QEP) (5 points)
Portfolio Artifact Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is,

this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your COURSE ARTIFACT assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

1: DESCRIPTION of the COURSE ARTIFACT assignment and how YOU completed it. (One Paragraph)

2: ARGUMENT/RATIONALE for the inclusion of your COURSE ARTIFACT as EVIDENCE of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (l-lV). In other words, what standards and why (how) does your COURSE ARTIFACT PROVE that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

Evaluation and Grading Guidelines and Criteria: All written work should be typed (single-spaced, using 12 pt. New Times Roman font, one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. Use APA style when citing references used in your work. The criteria for determining your final grade are outlined below.

Last day to Withdraw from Course: Monday, October 30th

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Class Participation & Discussions	35%	35 points	Ongoing
2. Poll & Post	5%	5 points	Week 1 & 8
3. P1: Analysis of Literacy Assessments	10%	10 points	Week 2
4. P2: Assessment Report	40%	40 points	Final Week
5. Final Exam	10%	10 points	Final Week
6. Portfolio Artifact	5%	5 points	Final Week
Totals	100%	100 points	

Performance Standards

Points	Percent	Grade	Standard
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66-74	66%	D	Below Average
00-65	65% or Below	F	Unsatisfactory

F. Required Texts and Materials:

1. Honig, B., Diamond, L., Gutlohn, L., Cole, C. L., El-Dinary, P. B., Hudson, R., Lane, H. B., Mahler, J., & Pullen, P. C. (2018). *Teaching reading sourcebook*. Arena Press.

2. Diamond, L., & Thorsnes, B. J. (Eds.). (2018). *Assessing reading multiple measures – revised 2nd edition.* Arena Press.

3. Geneva, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). New York: Teachers College.

4. *Publication Manual of the American Psychological Association: 7th Edition*, 2020

CHOOSE ONE BOOK BELOW (Based on your teaching position.)

5. Burkins, J., & Yates, K. (2021). *Shifting the balance, grades K-2: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse Publishers.

6. Katie, C., Egan, Burkins, J., & Yates, K. (2023). *Shifting the balance, 3-5 6 ways to bring the science of reading into the upper elementary... classroom*. Stenhouse Publishers.

Additional readings to supplement course content will be selected from the following literacy journals and related professional organizations (see references attached at the end of the syllabus).

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.* **The same textbook may also be available from an independent retailer, including an online retailer**.

Course Alignment:

Learning Outcomes	Course Topics Lectures	Readings & Projects
1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.	**Lecture** Introduction & Course Overview **Lecture** Response to Intervention: Differentiating reading instruction for all readers.	Class Participation & Engagement Analysis of Literacy Assessments Assessment & Instruction Report Portfolio Artifact
2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy	**Lecture** Identifying Students' Literacy Strenths & Needs **Lecture** Making Sense of Literacy Assessment Data and Using insights Gained to Informa Instruction **Lecture** Assessing & Teaching Reading fluency.	Class Participation & Engagement Analysis of Literacy Assessments Assessment & Instruction Report Portfolio Artifact

interventions to address those needs.		
3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices	**Lecture** Designing, Implementing, and Evaluating Literacy Interventions for Underachieving Readers	Class Participation & Engagement Poll & Post Analysis of Literacy Assessments Portfolio Artifact
4. Develop knowledge and skills in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.	**Lecture** Selecting & Using Evidence-Based Literacy Interventions for Underachieving k-3 Readers **Lecture** Selecting & Using Evidence-Based Literacy Interventions for Underachieving Students in Upper Elementary, Middle, and Secondary Grades.	Class Participation & Engagement Assessment & Instruction Report Portfolio Artifact
5. Develop knowledge and skills in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.	**Lecture** Writing Literacy Assessment & Instruction Reports.	Class Participation & Engagement Assessment & Instruction Report Portfolio Artifact

READ 5306-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule FALL 2024

Topical Outline & Schedule: The following *tentative course calendar is subject to change* due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

WEEK # MODULE # Begin Date	Activities and Assignments	DUE DATE
	Important: *The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice will be given to students for any such changes.*	

	START of WEEK: For READ 5306, the start of each week is Monday. This means that materials and the lecture should be posted by Midnight (12:00 a.m.) on each Monday. **END of WEEK:** All your work is due BY Sunday nights at 11:59pm. This means that each week's work must be completed and turned in by Sunday night by 11:59pm. It is up to you to organize your time and assignments to accomplish this. **EXCEPTION:** Week 16 – Last week – see below.	

Week 1
Module 1
M 8/26
	Module Focus: Course Overview
	
	READ:
	- **Textbook #1**: The Big Picture (1-16)
	
	- **Textbook #2**: Introduction to Assessing Reading (5-15)
	
	- **Textbook #5 OR Textbook #6**
	     o **TXB #5;** Chapter 1- Rethinking How Reading Comprehension Begins
	     o **TXB #6:** Chapter 1 – Reconsidering How Knowledge Impacts Comprehension
	
	MODULE NOTES:
	- Course Overview
	
	ASSIGNMENTS:
	- Meet the Professor and the Course
	    DR. DOEPKER'S PERSONAL ZOOM MEETING ROOM LINK
	        https://uttyler.zoom.us/j/9070338407
	
	    OPTION #1: Meet with the professor and classmates virtually through Zoom on WEDNESDAY, AUGUST 28th @ 6:00 P.M. (Central Time)
	    OPTION #2: **SIGN UP** to meet the professor virtually through Zoom on THURSDAY, AUGUST 29th
	    OPTION #3: If neither date works for you, email the professor at gdoepker@uttyler.edu to schedule your alternative meeting day/time.
	
	- READ 5306 Course Information Sheet
	
	- **POLL** & Post: You will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. You will then complete a post assignment that specifically addresses the same topic.
		9/1
		11:59 pm

	- Choose a student (or a small group of K-12 students) **underperforming** in the areas of reading and/or writing to assess (READ 5306-Fall) and tutor (READ 5307-Spring).
	    ○ Parent Permission Form/s
	    ○ Parent Interview	

Week 2 **Module 2** **M 9/2**	*Module Focus: Assessing Phonological Awareness* **READ**: • **Textbook #2**: Phonological Awareness (19-40) • **Kilpatrick Ch. 11** - Instructions for the Phonological Awareness Screening Test (PAST) • **Kilpatrick -** General Principles of Administration of the PAST **ASSESSMENT:** • Phonological Awareness Screen Test (PAST) • PAST Phonological Awareness Screening Test Administration Instructions (Video). ○ (See Module 9 for One Minute Activities to Build Phonological Awareness) **MODULE NOTES:** • Review and Analysis of Selected Literacy Assessments Project Directions **ASSIGNMENTS:** - Begin assessing identified student/s - Teacher Interview - Project #1: Review and Analysis of Selected Literacy Assessments	**9/8** **11:59 pm**
Week 3 **Module 3** **M 9/9**	*Module Focus: Assessing Decoding and Word Recognition* **READ**: • **Textbook #2**: Decoding and Word Recognition (41-72) • Assessment for Word Reading • Listening in - Oral Reading as a Formative Assessment Tool • Observing Young Readers and Writers: A Tool for Informing Instruction. **CONTENT VIDEOS:** • Listening to Reading-Watching While Writing Protocol (LTR-WWWP) • Panel of Coaches Discuss Use of the LTR-WWWP **Nell Duke Website** • Listening to Reading-Watching While Writing Protocol • Directions for Completing the Listening to Reading-Watching While Writing Protocol • Listening to Reading-Watching While Writing Protocol Prezi Presentation • LTR-WWWP Conversational Prompts **VIEW:** • Sample LTR-WWWP: Reading and Writing, Kindergarten	**9/15** **11:59 pm**

	- Sample LTR-WWWP: Reading Two Texts, Kindergarten Remote/Videoconference Format
	- Sample LTR-WWWP: Reading 1st Grade Remote/Videoconference Format
	- Sample LTR-WWWP: Reading 2nd Grade - Lennon
	- Sample LTR-WWWP: Reading 3rd Grade - Roman
	- Sample LTR-WWWP: Reading 3rd Grade - Bella
	- Sample LTR-WWWP: Writing, 4th Grade
	ASSIGNMENTS:
	- Administer the Listening to Reading-Watching While Writing Protocol with your student/s.
	    o TIP: If you have never administered the LTR-WWWP before go ahead and practice with a different child before you administer it with your student/s. (The more you practice the easier it will become.)
	- Videotape yourself administering LTR-WWWP to the student/s.
	    o First, complete the reading portion of the LTR-WWWP.
	    o Second, have the student write something and complete the writing portion of the LTR-WWWP.
	- Submit your LTR-WWWP documentation and analysis statement based on the results.	

Week 4 **Module 4** **M 9/16**	*Module Focus: Assessing Spelling* **READ**: - **Textbook #2**: Spelling (73-76) - The Role of Spelling Assessment **MODULE NOTES:** Assessing Spelling **ASSIGNMENTS:** - Continue assessing identified student/s - Gentry's 'Monster Spelling' Test Summary Results	**9/22** **11:59 pm**
Week 5 **Module 5** **M 9/23**	*Module Focus: Assessing Reading Fluency* **READ**: - **Textbook #1:** Fluency Assessment (321-358) - **Textbook #2:** Reading Fluency - Samuel (1979). *The Method of Repeated Reading* **VIEW:** - Repeated Reading Method **MODULE NOTES:** - Assessing Reading Fluency	**9/29** **11:59 pm**

	ASSIGNMENTS: - Continue assessing identified student/s - Discussion – The Method of Repeated Reading	
Week 6 **Module 6** **M 9/30**	*Module Focus: Assessing Vocabulary* **READ**: - Textbook #2: Vocabulary (118-147) - Tools for Vocabulary Assessment **MODULE NOTES:** Assessing Vocabulary **ASSIGNMENTS:** - Continue assessing identified student/s	**10/6** **11:59 pm**
Week 7 **Module 7** **M 10/7**	*Module Focus: Assessing Comprehension* **READ**: - **Textbook #2:** Comprehension (148-183) **MODULE NOTES:** Assessing Comprehension **ASSIGNMENTS:** - Continue assessing identified student/s	**10/13** **11:59 pm**
Week 8 **Module 8** **M 10/14**	*Module Focus: Identifying Students' Literacy Strengths & Needs* **READ**: - Mokhtari, K., Niederhauser, N., Beschorner, B., & Edwards, P. (2011) *F.A.D.: A Basic Procedure for Filtering, Analyzing, and Diagnosing Students' Reading & Writing Difficulties*. - Aukerman, & Chanbers Schuldt (2021). *What Matters Most? Toward a Robust and Socially Just Science of Reading*. **MODULE NOTES:** - Identifying Students' Literacy Strengths & Needs - Making Sense of Literacy Assessment Data and Using Insights Gained to Inform Instruction - Designing, Implementing, and Evaluating Literacy Interventions for Underachieving Readers **VIEW:** - What is Reading? The Simple View – Dr. Laura **ASSIGNMENTS:**	**10/20** **11:59 pm**

	- Poll & **POST**: You will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. You will then complete a post assignment that specifically addresses the same topic.
	
	- Making Sense of Literacy Assessment Data and Using Insights Gained to Inform Instruction
	    ○ Sample Data-LP
	    ○ Assessment Summary Chart
	
	- Midterm Conference with Course Instructors
	    ○ Be ready to identify desired site supervisor for READ 5307 field experience during spring semester.	

Week 9 **Module 9** **M 10/21**	*Module Focus: Early Literacy Instruction* **READ**: - **Textbook #1:** Section II – Early Literacy (67-158) - **Kilpatrick –** Equipped for Reading Success **MODULE NOTES:** - Science of Reading: Phonological Awareness & Phonics - Kilpatrick – One Minute Activities to Build Phonologial Awareness **VIEW:** - Elkonin Boxes - Letter Recognition **ASSIGNMENTS:** - Begin to draft instructional intervention plan based on student's identified literacy needs.	**10/27** **11:59 pm**
Week 10 **Module 10** **M 10/28**	*Module Focus: Decoding and Word Recognition Instruction* **READ**: - **Textbook #1:** Section III – Decoding and Word Recognition - Specific Learning Difficulties SA - Phonic Readers - SPELD SA Instructional Handbooks **MODULE NOTES:** Decoding and Word Recognition Instruction **VIEW:** Amplify CKLA Skills: Grade 1 Lesson **ASSIGNMENTS:** - Project #2: Literacy Assessment Report **PART A** ○ Student Profile	**11/3** **11:59 pm**
Week 11	*Module Focus: Reading Fluency Instruction*	**11/10**

Module 11 **M 11/4** <mark>**LAST DAY TO** **WITHDRAW 11/4**</mark>	**READ**: - **Textbook #1:** Section IV – Reading Fluency (359-404) **MODULE NOTES:** Reading Fluency Instruction **VIEW:** - Implementing Readers Theater - How to Teach Fluency with Accuracy and Phrasing - Have Fun with Fluency **ASSIGNMENTS:** - Project #2: Literacy Assessment Report **PART B** - Administer a set of informal and formal assessment measures to determine literacy strengths and needs. o Assessment Descriptions	**11:59 pm**
Week 12 **Module 12** **M 11/11**	*Module Focus: Vocabulary Instruction* **READ**: - **Textbook #1:** Section V – Vocabulary (405-606) - Mokhtari, & Velten (2015). *Strengthening academic vocabulary* - Word Generation - WordGen WEEKLY - Word Generation Units - Word Generation Sample Unit 5.01: Where Do I Belong? **MODULE NOTES:** - Increasing Vocabulary and Word Knowledge - WORD GENERATION: Selecting & Using Evidence-Based Literacy Interventions for Underachieving Students in Upper Elementary, Middle, and Secondary Grades **VIEW:** - Interactive Word Wall: Spelling High Frequency Words in First and Second Grade (2:51) - Building Academic Vocabulary - Interactive Word Walls and Strategies (2:55) **ASSIGNMENTS:** - Discussion – What is Word Generation and how does it work? What does it take to implement Word Generation in my classroom or school?	**11/17** **11:59 pm**

	- Project #2: Literacy Assessment Report **PART C** - Analyze and interpret the assessment data obtained with the goal of diagnosing students' literacy strengths and needs. o Assessment Analysis	

Week 13
Module 13
M 11/18
	Module Focus: Comprehension Instruction
	
	READ:
	- **Textbook #1:** Section VI – Comprehension (607-742)
	
	- **Textbook #3 Geneva** - Chapter 7: *A personal Case of Culturally Responsive Teaching Praxis*
	
	MODUEL NOTES: Comprehension Instruction
	
	VIEW:
	- Tutoring Tips: Reding Comprehension Strategies
	- MODELING WHAT GOOD READERS DO
	- THOUGHTFUL READING PART 1
	- THOUGHTFUL READING PART 2
	- THOUGHTFUL READING PART 3
	- THOUGHTFUL READING PART 4
	- Comprehension Constructor
	
	ASSIGNMENTS:
	- Project #2: Literacy Assessment Report **PART D** - Use the findings obtained from the assessment measures used to develop a draft of an evidence-based literacy intervention (e.g., over a period of 12-weeks, 60 minutes a day, 2-3 times per week) aimed at addressing the literacy needs identified.
	    o Literacy Lesson Framework
	    o Weekly Literacy Lesson Plans
		11/24
		11:59 pm

WEEK 14 **NO MODULE** **M 11/25**	HAPPY THANKSGIVING Continue to work on your Assessment & Instruction Report	
Week 15 **Module 15** **M 12/2**	*Module Focus: Literacy Assessment and Instruction Report* **READ**: **MODULE NOTES:** Organizing & Writing Literacy Assessment Reports **ASSIGNMENTS:** - Project #2: Literacy Assessment Report **DRAFT** - Prepare a Literacy Assessment report describing the work accomplished (e.g., student profile, assessments used, interpretation of assessment results, literacy intervention proposed), and reflecting on your professional learning and growth as a result of completing this project.	**12/8** **11:59 pm**

	o Complete DRAFT + Summary & Reflection	

Week 16 LAST WEEK Module 16 12/9	*Module Focus: Literacy Assessment and Instruction Report*
	
	READ:
	
	MODULE NOTES:
	
	ASSIGNMENTS:
	- Project #2: Literacy Assessment Report **FINAL DRAFT**
	
	- Final Exam
	
	- Portfolio Artifact:
	  • First, complete the major assignments for this course.
	  • Second, you will select one or more of those assignments as artifactual evidence of your standards-based professional growth.
	  • Third, you will select ILA and TExES standards that your work exemplifies.
	  • Fourth, you will substantively write both a rationale for inclusion and a reflection on your own learning related to the artifact and the chosen standards.
		12/11 11:59 pm

COURSE POLICIES:

This is a graduate course that is online and worth three graduate credits. If you are in the course, then it is up to you to meet the requirements and deadlines established. If you are traveling (for example) it still is expected that you will do what you must to meet course expectations.

AI Policy Statement: UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, students can use AI platforms to help prepare for assignments and projects. While most of the submitted work should be your original effort, you are allowed to use AI tools for revision and editing tasks, such as identifying logical flaws, clarifying confusing or underdeveloped sections, and correcting citations. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

CANVAS/EMAIL:

You will need Canvas learning management system; sound capacity; and to check your Patriot email daily for schedule changes or announcements. A Canvas course has been created for this class, and all the information, including the syllabus, course schedule, and any changes thereto, will be posted. Links to on-line readings will be posted periodically. **Students are responsible for accessing and reading all materials.** In addition, students are **responsible** for checking **school email** as it is the primary method of communication for the course. This means students are **responsible** for 1) **immediately contacting the Information Technology services** to be certain any problem with email and/or access to Canvas is completely resolved; and 2) contacting me if either Canvas and/or email become a problem. If you experience technical problems or have a technical question about this course, you can obtain assistance by email **itsupport@patriots.uttyler.edu or phone (903)565-5555.**

TURNING IN WORK:

Unless otherwise stated, all work will be turned in completed via Canvas (as specified in each assignment's instructions) on the date/time it is due. All work must have your NAME, the DATE, and the ASSIGNMENT written clearly. All assignments will be turned in as ONE document.

LATE ASSIGNMENTS:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g., emergency) circumstances may result in a lowering of the assignment grade.

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Using Assessment to Inform Instruction
Project Evaluation Rubric
(Total Points = 40)

Criteria/ Category	Exceeds Expectations Expertly Written (5)	Meets Expectations Adequately Written (4)	Needs Improvement Poorly Written (3)	Does Not Meet Expectations Inadequately Written (1)	Points
Introduction ✚ Student Profile Description	*Expertly* wrote an introduction/project overview and a profile of the student selected relative to age, grade, gender, ethnicity, reasons for referral, and any other relevant information.	*Adequately* wrote an introduction/project overview and a profile of the student selected relative to age, grade, gender, ethnicity, reasons for referral, and any other relevant information.	*Poorly* wrote an introduction/project overview and a profile of the student selected relative to age, grade, gender, ethnicity, reasons for referral, and any other relevant information.	*Inadequately* wrote an introduction/project overview and a profile of the student selected relative to age, grade, gender, ethnicity, reasons for referral, and any other relevant information.	
Description of Assessments Used	*Expertly* provided a brief description of each of the assessment instrument or tools used. Described the details about each assessment to help your reader understand what the assessment is, its purpose, how it is administered, and any other relevant information.	*Adequately* provided a brief description of each of the assessment instrument or tools used. Described the details about each assessment to help your reader understand what the assessment is, its purpose, how it is administered, and any other relevant information.	*Poorly* provided a brief description of each of the assessment instrument or tools used. Described the details about each assessment to help your reader understand what the assessment is, its purpose, how it is administered, and any other relevant information.	*Inadequately* provided a brief description of each of the assessment instrument or tools used. Described the details about each assessment to help your reader understand what the assessment is, its purpose, how it is administered, and any other relevant information.	
Data Analysis & Interpretation ✚ Use of Data to Inform Instruction	*Expertly* provided a brief description of how you analyzed and interpreted the assessment data AND used the assessment results to inform instruction for your target student. Included a summary of the data as an appendix.	*Adequately* provided a brief description of how you analyzed and interpreted the assessment data AND used the assessment results to inform instruction for your target student. Included a summary of the data as an appendix.	*Poorly* provided a brief description of how you analyzed and interpreted the assessment data AND used the assessment results to inform instruction for your target student. Included a summary of the data as an appendix.	*Inadequately* provided a brief description of how you analyzed and interpreted the assessment data AND used the assessment results to inform instruction for your target student. Included a summary of the data as an appendix.	

	Expertly	Adequately	Poorly	Inadequately	
Determination of Literacy Strengths and Needs and Goals	*Expertly* provided an outline of the student's top 3-4 literacy strengths and needs. Identify 3-4 goals for instruction. Used specific examples from the data to support your determination of your student's strengths and needs, and your identification of goals for instruction.	*Adequately* provided an outline of the student's top 3-4 literacy strengths and needs. Identify 3-4 goals for instruction. Used specific examples from the data to support your determination of your student's strengths and needs, and your identification of goals for instruction.	*Poorly* provided an outline of the student's top 3-4 literacy strengths and needs. Identify 3-4 goals for instruction. Used specific examples from the data to support your determination of your student's strengths and needs, and your identification of goals for instruction.	*Inadequately* provided an outline of the student's top 3-4 literacy strengths and needs. Identify 3-4 goals for instruction. Used specific examples from the data to support your determination of your student's strengths and needs, and your identification of goals for instruction.	
Literaacy Design Framework	*Expertly* provided an overview of your proposed literacy intervention based on the student's needs and your goals for instruction. Described the key components of a lesson framework or lesson plan to organize instruction.	*Adequately* provided an overview of your proposed literacy intervention based on the student's needs and your goals for instruction. Described the key components of a lesson framework or lesson plan to organize instruction.	*Poorly* provided an overview of your proposed literacy intervention based on the student's needs and your goals for instruction. Described the key components of a lesson framework or lesson plan to organize instruction.	*Inadequately* provided an overview of your proposed literacy intervention based on the student's needs and your goals for instruction. Described the key components of a lesson framework or lesson plan to organize instruction.	
Implementation of Instruction	*Expertly* provided a brief week-by-week outline of what you will do to implement your literacy intervention over a period of 12-weeks, 45-60 minutes a day, 2-3 times per week during a typical fall or spring semester. Included key components of your lesson framework, materials used, and progress monitoring tasks, and any other relevant information.	*Adequately* provided a brief week-by-week outline of what you will do to implement your literacy intervention over a period of 12-weeks, 45-60 minutes a day, 2-3 times per week during a typical fall or spring semester. Included key components of your lesson framework, materials used, and progress monitoring tasks, and any other relevant information.	*Poorly* provided a brief week-by-week outline of what you will do to implement your literacy intervention over a period of 12-weeks, 45-60 minutes a day, 2-3 times per week during a typical fall or spring semester. Included key components of your lesson framework, materials used, and progress monitoring tasks, and any other relevant information.	*Inadequately* provided a brief week-by-week outline of what you will do to implement your literacy intervention over a period of 12-weeks, 45-60 minutes a day, 2-3 times per week during a typical fall or spring semester. Included key components of your lesson framework, materials used, and progress monitoring tasks, and any other relevant information.	

Evaluation of Instruction	*Expertly* provided a brief description of how you plan to evaluate the impact of your literacy intervention on your student's literacy achievement outcomes. Described how you will know that you have achieved your intended outcomes.	*Adequately* provided a brief description of how you plan to evaluate the impact of your literacy intervention on your student's literacy achievement outcomes. Described how you will know that you have achieved your intended outcomes.	*Poorly* provided a brief description of how you plan to evaluate the impact of your literacy intervention on your student's literacy achievement outcomes. Described how you will know that you have achieved your intended outcomes.	*Inadequately* provided a brief description of how you plan to evaluate the impact of your literacy intervention on your student's literacy achievement outcomes. Described how you will know that you have achieved your intended outcomes.	
Summary & Reflection	*Expertly* provide a brief summary of the highlights of what you did in this assignment, and reflected on the ways in which this project has contributed to your own professional development and growth as a reading professional.	*Adequately* provide a brief summary of the highlights of what you did in this assignment, and reflected on the ways in which this project has contributed to your own professional development and growth as a reading professional.	*Poorly* provide a brief summary of the highlights of what you did in this assignment, and reflected on the ways in which this project has contributed to your own professional development and growth as a reading professional.	*Inadequately* provide a brief summary of the highlights of what you did in this assignment, and reflected on the ways in which this project has contributed to your own professional development and growth as a reading professional.	