



Mount St. Joseph University School of Education

Course Number: RDG 304: Assessment and Data-based Decision-Making	Instructor: Amanda Nickerson
Semester: Fall 2022	E-Mail: nickersona@email.edu (<i>preferred</i>)
Class Time: Tuesdays and Thursdays 11:30-12:45 Class 12:45-1:45 Tutoring	Office Phone: (123) 456-7890 Office Location: Moats Hall Rm. 302
Reading Academy Location: On-site at Effective Elementary School (Rm. 110) Credit Hours: 3 hours Required Field Experience Hours: 20 hours within licensure area at a reading clinic within Effective Local Schools (K-5)	Office Hours: <i>Office hours may be scheduled by appointment.</i>

Meet Your Instructor

Professional Bio: Welcome to RDG 304! In addition to teaching this course, I am employed as a full-time K-12 English language arts consultant. My role primarily involves facilitating bi-monthly lead teacher networks for K-2, 3-5, and 6-12 teachers and providing on-site and remote coaching and professional development to 22 districts in northeastern Ohio. I also help support an instructional leadership council composed of curriculum directors and other administrators, co-facilitate a regional instructional coaching network, and co-facilitate a regional literacy network. I have previously worked as an adjunct at another institution and taught grades 1-8 as a public school teacher. I obtained a master's degree in Literacy Curriculum and Instruction and hold both gifted and K-12 reading endorsements. My research interests include MTSS, gifted education, twice-exceptional learners, and multisyllabic word instruction.



Personal Bio: Although I love everything about education, and literacy, in particular, my family is my biggest priority and source of joy. Our evenings are full of games and practices, and my husband and I thoroughly enjoy watching our two children discover their passions. As a family, we also enjoy swimming, playing at parks, hiking, and traveling to new places.

Communication Policy: Calls and texts are welcome, but emails are preferred. I will do my best to respond within 24 hours, Monday through Friday, and within 48 hours during the weekend.

Prerequisites:

- ✓ Admission into the Teacher Education Program
- ✓ Successful completion of RDG 101, RDG 201, and RDG 203

REQUIRED TEXTS AND/OR MATERIALS:

Textbooks:

Hall, S.L. (2018). *10 success factors for literacy intervention: Getting results with MTSS in elementary schools*. ASCD.

Smartt, S.M., & Glaser, D.R. (2010). *Next STEPS in literacy instruction: Connecting assessments to effective interventions*. Guilford.

Acadience Learning Assessment Manual. (2019). Downloaded from <https://acadiencelarning.org/>.

Previously Purchased Texts:

Core Literacy Library (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement*, 3rd Edition. Arena Press.

Readings:

DuFour, R. (2004). What is a “professional learning community”? *Educational Leadership*, 61(8), 6-11.

Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51, 201-211.

St. Martin, K., Vaughn, S., Troia, G., Fien, & H., Coyne, M. (2020). *Intensifying literacy instruction: Essential practices*. Lansing, MI: MiMTSS Technical Assistance Center, Michigan Department of Education.

Web Resources:

Center for Intensive Intervention: <https://intensiveintervention.org/>

Florida Center for Reading Research: <https://www.fcrr.org/>

International Dyslexia Association: <https://dyslexiaida.org/fact-sheets/>

Intervention Central: <https://www.interventioncentral.org/>

Meadows Center Literacy Activities:

<https://meadowscenter.org/files/resources/Centers.pdf?fbclid=IwAR0zz2sZb87so6toMwDTUyaLJH3ygpCb7rNIshAAx-ETHv9SJXd0jlmXVcE>

UFLI Resource Hub: <https://ufl.education.ufl.edu/resources/>

Course Description:

In this course, teacher candidates will receive training in both formal and informal assessment procedures and data interpretation. Candidates will use this data to design and evaluate robust reading instruction and intervention within a Reading Academy on site at Effective Elementary School. Specifically, they will work with one student within their licensure area to complete a case study. Key learning outcomes for this course include understanding the needs of struggling readers, developing the knowledge and skills to select and give appropriate reading assessments for various purposes, data-based planning, implementing evidence-based instructional lessons, and monitoring student progress. Emphasis will also be placed on utilizing the problem-solving model within a Multi-Tiered System of Supports (MTSS) to support all learners.

Grading Scale:

A = 93% – 100% B = 85% – 92% C = 78% – 84% D = 78 – 83% F = Below 78%

Attendance Policy:

Attendance in class and at field experience is **mandatory**. Unexcused absences will lower the overall grade average. However, life happens. Should you have an *excused absence*, please have a note signed by a doctor, the Provost, or the Registrar. (Note: Three tardies = one absence.) *As a professional courtesy, absences, regardless of whether excused or not, require a call or e-mail to the professor and the partnership school site.* If you are too ill or have an emergency that prevents you from being in class for either a class or Reading Academy session, please immediately notify the school and the course professor. Thank you!

Effective Elementary School (123) 456-0987

Mrs. Amanda Nickerson (123) 456-7890 or nickersona@email.edu

Professional Ethics and Disposition:

Throughout this semester, demonstration of professional attitudes and behaviors are expected at all times, including evidence of the following:

- The candidate is punctual, reliable, and honest.
- The candidate respects peers, classroom teachers, families, and students.
- The candidate maintains a positive attitude and enthusiasm.
- The candidate constructively participates in discussions and group activities.
- The candidate shares ideas with peers and works cooperatively as a team.

- The candidate takes responsibility for their learning and self-improvement.
- The candidate achieves an appropriate level of independence.
- The candidate accepts constructive criticism and strives for continuous improvement.

Professional Ethics and Confidentiality:

You will be responsible for observations, interactions, data collection, and analysis during this course and the corresponding clinical work. Any information about a particular program, classroom, child, or family should be confidential. Within RDG 304, information should be respectfully shared with classmates using only the student's first name. You will also be permitted to communicate with your cooperating teacher through the Partnership Notebook and the introductory teacher letter (once your instructor approves). The family letter and brochures may also be sent home with your student only after receiving instructor approval. Thank you for your cooperation and professionalism!

Submission of Assignments:

In general, candidates should strive to produce written work that is thorough, reflective, and free of grammatical, spelling, or other errors. Assignments should be submitted in a timely fashion. Late work will be penalized 10% per day and will not be accepted for a passing grade after one week beyond the due date unless there are extenuating circumstances that your instructor has approved. Because this is a clinical experience, preparing lesson plans for each day of the Reading Academy will be especially important. Extra credit assignments will **not** be available.

Academic Integrity Policy:

Students must abide by the Trailblazer University academic integrity policy and procedures in the college catalog. Students must understand their responsibilities under this policy and demonstrate integrity in all areas of academic study. Failure to do so will result in serious consequences, including, but not limited to, failure of the course assignment or course.

Accommodations for Students with Disabilities:

Trailblazer University is committed to providing appropriate accommodations for students with documented disabilities as the Americans with Disabilities Act (ADA) requires. To qualify for accommodations, a student must first provide the Office of Student Success with documentation about their disability and needed accommodations to qualify for accommodations. The Director of Support Services will notify the course instructor of any student with a declared disability and required accommodations.

Adapting Syllabus Requirements:

The specific requirements of this syllabus may be adapted to meet students' needs or respond to events that occur during the semester.

International Dyslexia Association’s Knowledge and Practice Standards

KPS Statement from IDA: The International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA’s Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses the foundational concepts derived from interdisciplinary research about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Stand four addresses Structured Literacy™ teaching, offering detailed guidance concerning the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in fieldwork or practicum (e.g., in the interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: [https:// app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk](https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk).

NOTE: *The Reading Academy is a clinical experience at the end of the reading science course sequence. Therefore, candidates are expected to demonstrate understanding and application of all of the Knowledge and Practice standards throughout the practicum, as they pertain to students’ assessment and instructional needs.*

STANDARD 1: FOUNDATIONS OF LITERACY ACQUISITION

- 1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
- 1.2 Understand that learning to read, for most people, requires explicit instruction.
- 1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
- 1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.
- 1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
- 1.6 Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
- 1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

**STANDARD 2: KNOWLEDGE OF DIVERSE READING PROFILES,
INCLUDING DYSLEXIA**

2.1 Recognize the tenets of the (2003) IDA definition of dyslexia or any accepted revisions thereof.

2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.

2.3 Identify the distinguishing characteristics of dyslexia.

2.4 Understand how reading disabilities vary in presentation and degree.

2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

STANDARD 3: ASSESSMENT

3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.

3.2 Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).

3.3 Interpret basic statistics commonly utilized in formal and informal assessment.

3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.

3.5 Understand/apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.

3.8 Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

STANDARD 4: STRUCTURED LITERACY INSTRUCTION

SUBSTANDARD A: ESSENTIAL PRINCIPLES AND PRACTICES OF STRUCTURED LITERACY INSTRUCTION

4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.

4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.

4A.3 Understand the rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

SUBSTANDARD B: PHONOLOGICAL AND PHONEMIC AWARENESS

4B.1 Understand the rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.

4B.2 Understand/apply in practice considerations for levels of phonological sensitivity.

4B.3 Understand/apply in practice considerations for phonemic-awareness difficulties.

4B.4 Know/apply in practice consideration for the progression of phonemic-awareness skill development across age and grade.

4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.

4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.

4B.7 Know/apply in practice considerations for the principles of phonemic-awareness instruction; brief, multisensory, conceptual, articulatory, auditory-verbal

SUBSTANDARD C: PHONICS AND WORD RECOGNITION

4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.

4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.

4C.3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.

4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.

4C.5 Know apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.

4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

4C.8 Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

SUBSTANDARD D: AUTOMATIC, FLUENT READING OF TEXT

4D.1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

4D.2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.

4D.3 Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.

4D.4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency

SUBSTANDARD F: LISTENING AND READING COMPREHENSION

4F.4 Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.

4F.5 Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.

SUBSTANDARD G: WRITTEN EXPRESSION

4G.1 Understand the major skill domains that contribute to written expression.

4G.2 Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.

4G.3 Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.

4G.4 Know/apply in practice considerations for the developmental phases of the writing process

4G.5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

STANDARD 5: PROFESSIONAL DISPOSITIONS AND PRACTICES

5.1 Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.

5.2 Maintain public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.

5.3 Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.

5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully.

5.5 Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.

5.6 Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.

5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.

5.8 Support just treatment of individuals with dyslexia and related learning difficulties.

5.9 Respect the confidentiality of students or clients.

5.10 Respect the intellectual property of others.

Course Objectives with Alignment to IDA’s Knowledge & Practice Standards

Course Objective	IDA-KPS
1. Identify and evaluate the essential components of evidence-based reading instruction, considering what is known about literacy acquisition.	Standard 1: Foundations of Literacy Acquisition (1.1-1.9)
3. Demonstrate knowledge of reading disability (e.g., dyslexia) and the state and federal laws that protect students with reading disabilities.	Standard 2: Knowledge of Diverse Reading Profiles (2.1-2.5)
<p>3. Implement a variety of informal research-based reading assessments and intervention practices.</p> <p>4. Understand and demonstrate how to select, evaluate, and administer research-based assessments for various purposes in schools (e.g., screening, diagnostic, progress monitoring, and outcome assessments).</p> <p>5. Demonstrate reliable administration of formal standardized assessments.</p> <p>6. Demonstrate skill in communicating assessment and intervention results to various stakeholders through writing, conversation, and graphic data presentation.</p> <p>7. Knowledge of how to work with parents as partners in assessment and educational decision-making.</p> <p>8. Demonstrate knowledge in how to design effective reading interventions for various reading concerns across grade levels.</p> <p>9. Demonstrate knowledge of how to evaluate the psychometric properties of different reading assessments.</p> <p>10. Demonstrate how to use intervention data in special education referral and review decisions.</p> <p>11. Demonstrate knowledge of the Multi-Tiered Systems of Supports (MTSS)/Response to Intervention (RTI) model for preventing and remediating reading problems.</p>	Standard 3: Assessment (3.1-3.8)
<p>12. Understand/apply the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed instruction.</p> <p>13. Understand/apply the rationale for multisensory and multimodal language-learning techniques in practice.</p> <p>14. Understand the rationale for/adapt instruction to accommodate individual differences in learning's cognitive, linguistic, sociocultural, and behavioral aspects.</p>	Standard 4: Structured Literacy Instruction (4A.1-4A.3)
15. Demonstrate knowledge and professionalism when working with community agencies.	Standard 5: Professional Dispositions and Practices (5.1-5.10)

Description of Assignments

I. Participation Activities: Participation will be based on class attendance, active participation, and in-class activity performance. There are 30 in-class activities across the course. Each is worth .66 points. The purpose of these activities is to apply the information from class readings and lectures.

II. Letters of Introduction: Before starting the Reading Academy, you will write a letter of introduction to the cooperating teacher. This letter should include your name, contact information, a description of past field experiences, a list of activities you can do in the classroom, and requirements for this course. You will also write a separate and brief letter of introduction to your student's family to inform them that they will be working one-on-one with their child for this course. Include some biographical information and a professional photo. Both letters must be submitted in Blackboard for approval before sharing with the cooperating teacher. In addition, the family letter **MUST** be approved by the cooperating teacher before distribution.

III. Partnership Portfolio: This hardcover, three-ring binder should have labeled, tabbed sections (5) for daily tutoring plans, originals/copies of all student's work, originals/copies of all assessment materials, copies of your teacher communication log, and the 3-part case study. This notebook should be available for review at all times (both in the field and in class). Evaluation will be based on the quality of the data samples collected, the assessment tools developed, as well as the notebook's overall integrity.

IV. Teacher Communication Log: Please establish a teacher communication log. Although a shared Google document may work well, you may also upload photos of a physical log (e.g., notebook entries) if desired. Your weekly messages should include a synopsis of what you did with the student, a record of any absences the child had, and any questions you have for the teacher to aid you in developing interventions for the student. Your teacher should comment and sign this before returning it to you each week. You must take the initiative to see that the communication is reciprocal. *Evaluation is included within the Partnership Notebook due during the 14th week of class.*

IV. Case Study: (Submitted in 3 parts): This project is submitted separately and presented within the Partnership Notebook at the semester's end. Evaluation is based on thorough and insightful documentation and reflection. Professional presentation is expected. Any breach of confidentiality will result in an automatic 10-point penalty. This assessment must be uploaded to Blackboard before the last day of class.

V. "Partnering with Families" Brochure: A brochure will be developed collaboratively among members of your building PLC, informing guardians of evidence-based "tips" to use when reading with their child. A small section will provide specific information about what you have been working on with their child. One copy should be sent home to your student's guardian, and a second copy should be submitted to your instructor. Evaluation will be based on the brochure's quality, including content and creativity.

VI. Assessment Tool Summary: Please upload your summary of a literacy assessment tool (assigned) on Blackboard. This summary should be organized into four cumulative sections using APA style and appropriate references. PART 1: Clearly states the name of the test, the publisher, ages/grade levels, the purpose of the assessment, what the test measures, and the cost. PART 2: Clearly lists subtests and composite scores (with a brief description of what is done for each subtest). Length of administration is included, and information about reports and grouping is also noted. PART 3: Fully addresses the information presented in reports and whether the information must still be analyzed or provided *for* you. PART 4: Fully addresses the following four questions about technical adequacy: (1) What is the validity and reliability of this test? (2) What are some strengths and weaknesses of this test? You will be asked to share this information with your peers at the end of this assignment.

VII. Lesson Plans: You will be responsible for completing lesson plans twice a week during the Reading Academy. Following the attached “plan and reflect” format, these daily plans will be evaluated twice throughout the semester (15 pts each). There must be a written plan for every scheduled Reading Academy date, regardless of student attendance. Your instructor may opt to grade your lesson on any date, so please come prepared. Evaluation will be based on the extent to which plans are aligned with student data-driven needs. Plans are to show evidence of meaningful reflection on previous plan implementation. (See sample and evaluation sheet provided by the instructor.)

Methods of Evaluation

Assignment	Description	Points	Percent	KPS Alignment
<i>Participation Activities</i>	Participation will be based on class attendance, active participation, and in-class activity performance. The purpose of these activities is to apply the information from class readings and lectures. Various topics will be woven into participation activities throughout the semester.	20	10%	1.1-1.9, 2.1-2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4A.1, 4A.2, 4A.3
<i>Letters of Introduction: Cooperating Teacher and Families</i>	Before starting the Reading Academy, you will write a letter of introduction to the cooperating teacher. This letter should include your name, contact information, a description of past field experiences, a list of activities you can do in the classroom, and requirements for this course. You will also write a separate and brief letter of introduction to your student’s family to inform them that they will be working one-on-one with their child for this course. Include some biographical information and a professional photo. Both letters must be submitted in Blackboard for approval before sharing with the cooperating teacher. In addition, the family letter MUST be approved by the cooperating teacher before distribution.	20	10%	3.8, 5.2, 5.4, 5.5-5.6
<i>Partnership Portfolio</i>	This hardcover, three-ring binder should have labeled, tabbed sections (5) for daily tutoring plans, originals/copies of all student’s work, originals/copies of all assessment materials, copies of your teacher communication log, and the 3-part case study. This notebook should be available for review at all times (both in the field and in class). Evaluation will be based on the quality of the data samples collected, the assessment tools developed, as well as the notebook’s overall integrity.	40	20%	3.1, 3.4-3.7, 4A.1- 4A.3, 4B.1-4B.7, 4C.1-4C.8, 4D.1-4D.4, 4F.1-4F.5, 4G.1-4G.5, 5.1, 5.8

Teacher Communication Log	Please establish a teacher communication log. Although a shared Google document may work well, you may also upload photos of a physical log (e.g., notebook entries) if desired. Your weekly messages should include a synopsis of what you did with the student, a record of any absences the child had, and any questions you have for the teacher to aid you in developing interventions for the student. Your teacher should comment and sign this before returning it to you each week. You must take the initiative to see that the communication is reciprocal. <i>Evaluation is included within the Partnership Notebook due during the 14th week of class.</i>	10	5%	3.8, 5.2, 5.3, 5.5, 5.8
Case Study	(Submitted in 3 parts): This project is submitted separately and presented within the Partnership Notebook at the semester's end. Evaluation is based on thorough and insightful documentation and reflection. Professional presentation is expected. Any breach of confidentiality will result in an automatic 10-point penalty. This assessment must be uploaded to Blackboard before the last day of class.	50	25%	3.1, 3.2, 3.3, 3.4, 3.5 3.6, 3.7, 3.8, 5.1-5.4, 5.7-5.9
Partnering with Families Brochure	A brochure will be developed collaboratively among members of your building PLC, informing guardians of evidence-based "tips" to use when reading with their child. A small section will provide specific information about what you have been working on with their child. One copy should be sent home to your student's guardian, and a second copy should be submitted to your instructor. Evaluation will be based on the brochure's quality, including content and creativity.	10	5%	4B.1, 4C1, 4D.1, 4E.1, 4F.1, 5.2
Assessment Tool Summary	Please upload your summary of a literacy assessment tool (assigned) on Blackboard. This summary should be organized into four cumulative sections using APA style and appropriate references. PART 1: Clearly states the name of the test, the publisher, ages/grade levels, the purpose of the assessment, what the test measures, and the cost. PART 2: Clearly lists subtests and composite scores (with a brief description of what is done for each subtest). Length of administration is included, and information about reports and grouping is also noted. PART 3: Fully addresses the information presented in reports and whether the information must still be analyzed or provided for you. PART 4: Fully addresses the following four questions about technical adequacy: (1) What is the validity and reliability of this test? (2) What are some strengths and weaknesses of this test? You will be asked to share this information with your peers at the end of this assignment.	20	10%	3.1, 3.2, 3.5, 5.10
Lesson Plans	You will be responsible for completing lesson plans twice a week during the Reading Academy. Following the attached "plan and reflect" format, these daily plans will be evaluated twice throughout the semester (15 pts each). There must be a written plan for every scheduled Reading Academy date, regardless of student attendance. Your instructor may opt to grade your lesson on any date, so please come prepared. Evaluation will be based on the extent to which plans are aligned with student data-driven needs. Plans are to show evidence of meaningful reflection on previous plan implementation. (See sample and evaluation sheet provided by the instructor.)	30 <i>(2 Lesson Plans: 15 points each)</i>	15%	3.1; 3.4-3.7; 4A.1- 4A.3; 4B.1-4B.7; 4C.1-4C.8; 4D.1-4D.4; 4E.1-4E.4 4F.1-4F.5; 4G.1-4G.5 5.1, 5.8

Course Schedule: Assessment and Data-Based Decision-Making

Day	Topics	Weekly Objectives (note the connection to course objectives)	In-Class Work (note lecture, activity, assessment)	Homework (readings, modules)	Assignments Due
WEEK 1					
T	<p>Introduction Students will review the syllabus, expectations, and case study expectations.</p> <p>Review Foundational SoR Knowledge Students will review the reading brain, the Four-Part Processing Model of word recognition, the five essential components of reading, the Simple View of Reading, Scarborough’s Reading Rope, Ehri’s Phases of Word Learning, and the components of effective structured literacy instruction.</p>	<p>Review foundational SoR knowledge, emphasizing the foundations of reading acquisition (1.1-1.9).</p> <p>Define and describe the components of effective reading instruction (4A.2).</p> <p>Demonstrate knowledge and professionalism when working with community agencies (5.5-5.7; 5.9; 5.10).</p> <p>Respect the intellectual property of others (5.10).</p>	<p>Orientation at Effective Elementary:</p> <ol style="list-style-type: none"> 1) Tour the building. 2) Meet the principal. 3) Learn procedures. 4) Review the syllabus. 5) Lecture: Review Foundational SoR Knowledge. 6) Discussion: Why is it important to keep ALL FIVE reading components at the forefront of our minds as we strive to prevent and remediate reading difficulties? 	<p>Read Next STEPS: <i>Introduction to Next STEPS (pg. 3-10) AND Teaching Struggling Readers to Read (pg. 13-50).</i></p> <p>Note: This text is <i>manageable</i>. It is also a very practical lesson planning tool.</p> <p>Watch Learning to Read: https://www.youtube.com/watch?v=IHTUJeA0mPO (7:50)</p>	N/A
TH	<p>MTSS Overview Students will learn the difference between RTI vs. MTSS, the key components of MTSS, and an overview of assessment and instruction within the three tiers. They will also learn about the collaborative problem-solving model.</p>	<p>Describe the relationship between the science of reading and MTSS (3.1; 3.4; 3.5; 3.6).</p> <p>Communicate accurately with parents and other stakeholders (5.4).</p> <p>Accurately represent credentials, training, experience, affiliations, and degrees (5.3; 5.5; 5.6).</p>	<ol style="list-style-type: none"> 1) Lecture: MTSS Overview 2) Read: https://www.ascd.org/el/articles/what-is-a-professional-learning-community After reading the article, discuss the value and challenges of meeting with a grade-level team. How does it support a strong multi-tiered system of support? 4) Form PLCs by grade-level placement: Summarize Figure 2.1 on p. 14 called “Teaching Struggling Readers to Read.” what stands out to you? (Recreate the diagram and capture notes in a T-chart.) 	<p>Read Excerpt: <i>Teaching Reading Sourcebook: MTSS for Reading Success (pp. 744 - 753)</i></p> <p>Write a welcome letter to your cooperating teacher.</p>	N/A

WEEK 2

T	<p>Assessment Within MTSS Students will learn how to use screeners with all students in Tier 1 (e.g., Acadience), diagnostics with some/few students in Tiers 2 and 3, progress monitoring with some/few students in Tiers 2 and 3, and outcome assessments in Tier 1 with all learners. They will also learn about clinical tools beyond Tier 3.</p>	<p>Know and apply the characteristics of assessments for four purposes (screening, diagnostic, progress monitoring, outcome evaluation) used in MTSS (4A.1; 3.1).</p> <p>Understand the rationale for/Adapt instruction to accommodate individual differences (4A.3).</p> <p>Demonstrate understanding and use of assessment data in the collaborative problem solving as the model for making decisions about systems and students in MTSS (3.4).</p>	<p>1) Lecture: Assessment Within MTSS</p> <p>2) Select an Assessment: Students will select a tool/test to research (from the approved list).</p> <p>3) Look @ Case Study Pt. I. Discuss and clarify.</p> <p>4) Written Conversation: Torgeson & Miller (2008, p.16) said, “Simply having assessments in place will have little impact on teaching or student learning if no one has the time or expertise available to turn raw assessment data into usable information. Do you agree or disagree? Why?”</p> <p>PLC: Browse the Meadows Center’s Literacy Activities, FCRR’s Student Center Activities, and the UFLI Hub. Identify resources that may be helpful for lesson planning and add to a shared Google Doc with links.</p>	<p>Read Next STEPS: <i>Phoneme Awareness (p. 51- 82)</i></p> <p>Write a letter to your student’s guardians.</p> <p>Create an assessment summary about your tool/test (e.g., what it measures, who administers it and to whom, the frequency, and the instructional purpose/ usefulness.</p>	N/A
TH	<p>Structured Literacy Instruction Students will learn about the structured literacy approach to instruction and intervention– explicit, systematic, diagnostic, and cumulative instruction focusing on phonology, sound-symbol correspondences, syllables, morphology, syntax, and semantics. Students will also learn how to complete a lesson plan.</p>	<p>Define and describe the components of effective reading instruction (4A.2)</p> <p>Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction, including multimodal techniques (4A.1; 4A.2)</p>	<p>1) Lecture: Structured Literacy Instruction</p> <p>2) Read <i>Spear-Swerling, L. (2018)</i>. Sort typical and balanced literacy practices. Discuss implications for intervention.</p> <p>4) PLC: Based on your reading, describe the structure of a <i>Next STEPS</i> small group lesson. What does each step look like and sound like? Which strategies from the PA and phonics chapters piqued your interest?</p> <p>4) Written Reflection: Look at existing student screening data (provided by the school). Reflect: How will this data inform instruction for your student? Revisit the Shared Google Doc to identify a tentative starting point/focus.</p>	<p>Read Next STEPS: <i>Phonics (p. 83-132)</i></p> <p>Continue working on an assessment summary about your tool/test (e.g., what it measures, who administers it and to whom, the frequency, and the instructional purpose/ usefulness.</p>	SUBMIT LETTERS FOR REVIEW

WEEK 3

T	<p>Assessment Overview Students will learn about different assessment types (e.g., standardized vs. informal tests; norm-referenced vs. criterion-referenced.) Other topics include norms, benchmarks, grade- and age-equivalent scores, and technical adequacy.</p>	<p>Demonstrate knowledge of how to evaluate the psychometric properties of different reading assessments (3.1-3.2).</p> <p>Interpret basic statistics commonly utilized in formal and informal assessment (3.3).</p>	<p>1) Lecture: Assessment Overview</p> <p>2) Watch: Introduction to Reading Assessment https://www.youtube.com/watch?v=gXVutdz5NG0&t=11s (15:09)</p> <p>3) Present: Assessment Tool Summaries</p> <p>4) PLCS: Based on your reading, how does the Oral Reading Fluency Decision Tree Work? Which strategies from the fluency chapter piqued your interest?</p>	<p>Read Next STEPS: <i>Fluency (p. 133-167)</i></p>	<p>SUBMIT ASSESSMENT TOOL SUMMARY</p>
TH	<p>Types of Reading Assessments NAEP data will be explored, and students will learn about deficit vs. contextual models. They will also learn how to use the SVR and the Cognitive Model in problem-solving. The assessment of ELs will also be addressed (BICS/CALP, L1 language/literacy proficiency).</p>	<p>Interpret current NAEP data on student reading outcomes by subgroups (3.8).</p> <p>Demonstrate understanding of the Simple View of Reading and the Cognitive Model to articulate appropriate use in guiding assessment and instruction and the changing emphasis over time (1.7; 1.9).</p>	<p>1) Lecture: Types of Reading Assessments</p> <p>2) Discussion: Using the Cognitive Model diagram, work through different scenarios: What questions might you ask?</p> <p>3) PLC: Based on your reading, which assessments might a qualified examiner administer to investigate comprehension concerns further? Which strategies from the comprehension chapter piqued your interest?</p> <p>4) Work with your PLC to create a short list of ice-breaker lessons to target common areas of need (based on your PLC's student data).</p> <p>4) Read: Writing CBMs: Select three CBM prompts from https://www.interventioncentral.org/teacher-resources/curriculum-based-measurement-probes-writing.</p> <p><i>These prompts will be used to administer the CBM to your student next week.</i></p>	<p>Read Next STEPS: <i>Comprehension (p. 167-200).</i></p> <p>Create your first lesson plan.</p> <p><i>Please incorporate the interview activity provided by your instructor and one of the icebreaker lessons curated by your PLC.</i></p>	<p>SEND APPROVED LETTERS TO TEACHER & GUARDIAN(S)</p>

WEEK 4: Tutoring Week #1

T	<p><i>Screeners: An Overview</i> Students will learn the purpose and types of screeners. An explanation of what is needed and how it looks across grade levels will also be taught.</p>	<p>Understand the purpose of screening assessments (3.1).</p> <p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Identify the essential early literacy skills (4B.1; 4C1; 4D.1; 4E.1; 4F.1).</p>	<p>1) Lecture: Screeners: An Overview</p> <p>2) Explore the Acadience website. Download the Assessment Manual and briefly review the measures.</p> <p>3) PLC: Revisit the Acadience manual and technical brief to complete a recording form noting the measures administered at that grade level and the essential components. Each group will briefly share out.</p> <p>4) Tutoring: Conduct a student interview and teach your initial icebreaking lesson.</p>	<p>Read Next STEPS: <i>Vocabulary (p. 201-229) AND Weaving Elements Together for a Lifetime of Reading (p. 231-232)</i></p> <p>Write at least two paragraphs summarizing your initial perspective of this student as a result of the interview.</p> <p>Lesson Plan</p>	DAILY LESSON PLAN
TH	<p><i>Features of Screeners</i> Students will learn about the technical adequacy of screeners, reliability and validity, benchmark goals vs. norms, and the global outcome measure. They will also learn specifically about the use of CBMs for screening and progress- monitoring.</p>	<p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Know and utilize well-validated screening tests (e.g., Acadience Reading K-6) designed to identify students at risk for reading difficulties (3.4).</p> <p>Apply the understanding of foundational assessment concepts (reliability, validity, norm-referenced, criterion-referenced, standardized) to test selection, use, reporting, and interpretation (3.2; 3.3)</p>	<p>1) Lecture: Features of Screeners</p> <p>2) Review the Acadience Reading K-6 Technical Brief (for examining technical adequacy) https://acadiencelarning.org/acadiencereading.html</p> <p>3) Each PLC will work together to examine the reliability and validity of the measures they will administer.</p> <p>4) After guidance from your instructor, practice administering and scoring writing CBMs with a partner: https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/wright_Learning_Spark_Blog_29_March_2013_Grs_1_5_Identify_Writing_Difficulties_Instructions.pdf</p> <p>5) Tutoring: Give student a writing CBM. (<i>Do not score it until next week. We will score them in class.</i>) Teach a lesson.</p>	<p>Complete modules in preparation for class:</p> <p><i>- Modules 1: Foundations</i></p> <p><i>- Module 2: Guidelines</i></p> <p><i>Please feel free to speed up the videos slightly, as long as the content is still comprehensible.</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN

WEEK 5: Tutoring Week #2

T	<p>Standardized CBM Training: Acadience Students will receive guidance about Acadience Reading K-6 (i.e., Foundations and Guidelines). Students will also revisit writing CBMs to score them together (with instructor support) and discuss implications.</p>	<p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Know and utilize in practice well-validated screening tests (e.g., Acadience Reading K-6) designed to identify students at risk for reading difficulties (3.4).</p> <p>Administer an informal diagnostic survey of writing (3.6).</p>	<p>1) Lecture: The Need for Standardized CBM Training</p> <p>2) PLC & Share Out: After watching the Foundations and Guidelines modules, what questions do you have?</p> <p>4) Score the CBMs with a partner: What did you learn from administering the writing CBM? What kinds of interventions might be appropriate for your student(s)?</p> <p>5) Tutoring: Teach a lesson.</p>	<p>Complete modules in preparation for class:</p> <p>- <i>Module 3: First Sound Fluency</i></p> <p>- <i>Module 4: Phoneme Segmentation Fluency</i></p> <p><i>Please feel free to speed up the videos slightly, as long as the content is still comprehensible.</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN
TH	<p>Standardized CBM Training: Acadience Students will receive training in the phonological measures (e.g., FSF, PSF) before administering them.</p>	<p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Know and utilize in practice well-validated screening tests (e.g., Acadience Reading K-6) designed to identify students at risk for reading difficulties (3.4).</p>	<p>1) PLC & Share Out: After watching the FSF and PSF modules, what questions do you have? What did you find challenging? What was easy?</p> <p>2) Brief Lecture: Clarifying How to Score/Administer the FSF and PSF measures</p> <p>3) FSF and PSF Training: Complete the practice scoring activities from the training in class. Clarify any areas of confusion.</p> <p><i>(Reminder sheets will be provided to support the administration of this measure.)</i></p> <p>4) Tutoring: If appropriate for your assigned grade level, administer the FSF/PSF assessments. Teach a lesson.</p>	<p>Complete modules in preparation for class:</p> <p>- <i>Module 5: Letter Naming Fluency</i></p> <p><i>Please feel free to speed up the videos slightly, as long as the content is still comprehensible.</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN CASE STUDY PART I

WEEK 6: Tutoring Week #3

T	<p>Standardized CBM Training: Acadience Students will receive training in the letter naming fluency measure (e.g., LNF).</p>	<p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Know and utilize in practice well-validated screening tests (e.g., Acadience Reading K-6) designed to identify students at risk for reading difficulties (3.4).</p>	<p>1) PLC & Share Out: After watching the LNF module, what questions do you have? What did you find challenging? What was easy?</p> <p>2) Brief Lecture: Clarifying How to Score/Administer the LNF Measure</p> <p>3) LNF Training: Do the practice scoring activities from the training in class.</p> <p><i>(A reminder sheet will be provided to support the administration of this measure.)</i></p> <p>4) Tutoring: If appropriate for your assigned grade level, administer the LNF assessment. Teach a lesson.</p>	<p>Complete module in preparation for class:</p> <p><i>- Module 6: Nonsense Word Fluency</i></p> <p><i>Please feel free to speed up the videos slightly, as long as the content is still comprehensible.</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN
TH	<p>Standardized CBM Training: Acadience Students will receive training in the nonsense word fluency measure (e.g., NWF).</p>	<p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Know and utilize in practice well-validated screening tests (e.g., Acadience Reading K-6) designed to identify students at risk for reading difficulties (3.4).</p>	<p>1) PLC & Share Out: After watching the NWF module, what questions do you have? What did you find challenging? What was easy?</p> <p>2) Brief Lecture: Clarifying How to Score/Administer the NWF Measure</p> <p>3) NWF Training: Do the practice scoring activities from the training in class.</p> <p><i>(A reminder sheet will be provided to support the administration of this measure.)</i></p> <p>4) Tutoring: If appropriate for your grade level, administer the NWF assessment. Teach a lesson.</p>	<p>Complete module in preparation for class:</p> <p><i>- Module 7: Oral Reading Fluency</i></p> <p><i>Please feel free to speed up the videos slightly, as long as the content is still comprehensible.</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN

WEEK 7: Tutoring Week #4

T	<p>Standardized CBM Training: Acadience Students will receive training in Oral Reading Fluency (ORF) with Retell.</p>	<p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Know and utilize in practice well-validated screening tests (e.g., Acadience Reading K-6) designed to identify students at risk for reading difficulties (3.4).</p>	<p>1) PLC & Share Out: After watching the ORF module, what questions do you have? What did you find challenging? What was easy?</p> <p>2) Brief Lecture: Clarifying How to Score/Administer the NWF Measure</p> <p>3) ORF Training: Do the practice scoring activities from the training in class.</p> <p><i>(A reminder sheet will be provided to support the administration of this measure.)</i></p> <p>3) Tutoring: If appropriate for your assigned grade level, administer the ORF assessment. Teach a lesson.</p>	<p>Complete module in preparation for class:</p> <p>- Module 8: Maze</p> <p><i>Please feel free to speed up the videos slightly, as long as the content is still comprehensible.</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN
TH	<p>Standardized CBM Assessment Training: Acadience Students will learn how to conduct the MAZE assessment and ways to explain screening results to guardians.</p>	<p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Know and utilize in practice well-validated screening tests (e.g., Acadience Reading K-6) designed to identify students at risk for reading difficulties (3.4).</p>	<p>1) PLC & Share Out: After watching the Maze module, what questions do you have? What did you find challenging? What was easy?</p> <p>2) MAZE Training: Do the practice scoring activities from the training in class.</p> <p><i>(A reminder sheet will be provided to support the administration of this measure.)</i></p> <p>3) Tutoring: Administer the Maze assessment, if appropriate, and teach a lesson.</p>	<p>Complete modules in preparation for class:</p> <p>- Module 9: Logistics</p> <p>- Module 10: Conclusion</p> <p><i>Please feel free to speed up the videos slightly, as long as it is still comprehensible.</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN

WEEK 8: Tutoring Week #5

T	<p>Tier 1 Overview: Students will learn the definition of Tier 1, the universal tier.</p> <p>Tier 1 Assessments: Students will learn about screening and grade-level targets.</p>	<p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p>	<p>1) Lecture: Tier 1 Overview and Assessments</p> <p>2) Look at Case Study Part II. Discuss and clarify.</p> <p>3) PLC: Each group will review a class list from their assigned grade level. You will analyze the data and develop a tentative plan for reading instruction. What does the data say about how Tier 1 is working?</p> <p>4) Tutoring: Teach a lesson.</p>	<p>Review the R-TFI 2.0—focus on Tier 1 & looking at what is effective Tier 1 instruction (pgs. 10-22). <i>Make a note of items that stand out to you in preparation for discussion on Thursday.</i></p> <p align="center">Lesson Plan</p>	DAILY LESSON PLAN
TH	<p>Tier 1 Instruction: Students will learn how to determine the effectiveness of Tier 1 and how to strengthen it.</p> <p>Teaming: Students will preview the R-TFI 2.0 to discuss action planning, problem-solving, and monitoring in Tier 1.</p>	<p>Commit to implementing research-based best practices (5.2; 5.3).</p> <p>Engage effectively in collaborative teams (3.8).</p>	<p>1) Lecture: Tier 1 Instruction and Teaming</p> <p>2) PLC: Discuss the characteristics of effective Tier 1 instruction. How can PLCs support a healthy universal tier?</p> <p>3) Tutoring: Teach a lesson.</p>	<p><i>Continue working on your case study and long-term assignments.</i></p> <p align="center">Lesson Plan</p>	DAILY LESSON PLAN

WEEK 9: Tutoring Week #6

T	<p><i>Tier 1 & Analyzing Screening Data for Instruction</i> Students will learn how to use grouping worksheets and provide differentiated instruction. Considerations for small group and whole group instruction will be addressed.</p>	<p>Describe and apply the use of tiered instruction in MTSS to prevent and intervene in reading difficulties.</p> <p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Commit to implementing research-based best practices (5.1- 5.3).</p>	<p>1) Lecture: Tier I and Analyzing Screening Data for Instruction</p> <p>2) PLC: Discuss how you might use the Acadience Reading Groupings Worksheets https://acadiencelearning.org/AcadienceReading_GroupingWorksheets.pdf</p> <p>3) Tutoring: Teach a lesson.</p>	<p>Read: <i>Success Factor #1: Group by Skill Deficit (p. 11-24)</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN
TH	<p><i>Instruction for Reading</i> Students will learn how to create high-quality learning targets to address intervention needs. They will also learn how to communicate with guardians.</p>	<p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Communicate accurately with parents and other stakeholders (5.4).</p>	<p>1) Lecture: Instruction for Reading</p> <p>2) PLC: Work together on the family brochure to communicate with guardians.</p> <p>3) Tutoring: Teach a lesson.</p>	<p>Complete: The blurb about your case study student for the family brochure.</p> <p>Lesson Plan</p>	DAILY LESSON PLAN CASE STUDY PART II

WEEK 10: Tutoring Week #7

T	<p><i>Tier 2: Targeted Intervention with Strong Core Instruction:</i> Students will learn the definition & purpose of Tier 2 instruction. Connections will be made to state laws (e.g., Ohio’s Third Grade Guarantee).</p>	<p>Act in the best interests of students (5.1; 5.8).</p> <p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Communicate accurately with parents and other stakeholders (5.4).</p> <p>Administer an informal diagnostic survey of decoding skills (3.6).</p>	<p>1) Lecture: Tier 2: Targeted Intervention with Strong Core Instruction</p> <p>2) PLC: Finalize parent brochure</p> <p>3) Tutoring: Administer a phonics diagnostic, and teach a lesson.</p>	<p>Review the <u>R-TFI 2.0</u>—focus on Tiers 2-3 & looking at effective intervention practices. (pp. 22-32). <i>Make notes of what stands out to you.</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN
TH	<p><i>Beyond Primary:</i> Students will learn the purpose of diagnostics and multi-gated screening for older students and the importance of parent collaboration.</p> <p><i>Tier 2 Assessments:</i> Students will learn about diagnostics and progress- monitoring and will consider how the Cognitive Model of Assessment might aid decisions (e.g., decoding, fluency, oral reading). Specific assessments will be recommended (e.g., Survey Level Reading Assessment), while assessments such as Informal Reading Informal Inventories and Running Records will be critically discussed.</p>	<p>Communicate accurately with parents and other stakeholders (5.4).</p> <p>Commit to implementing research-based best practices (5.1- 5.3).</p>	<p>1) Lecture: Tier 2 Assessments/ Beyond Primary</p> <p>2) PLC: As part of a jigsaw, discuss a case study. Determine which Tier 2 assessments might need to be administered based on the student’s existing data/profile. Share with other PLCs.</p> <p>3) Tutoring: Teach a lesson.</p>	<p>Read: <i>Success Factor #2: Use Diagnostic Assessments</i> (p. 25-52)</p> <p>Lesson Plan</p>	DAILY LESSON PLAN FAMILY BROCHURE

WEEK 11: Tutoring Week #8

T	<p>Tier 2: Data-Based WR Instruction Students will learn the components of research-based Tier 2 interventions for word recognition. Research-based programs and resources will be highlighted.</p>	<p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Understand the purpose of diagnostic assessments (3.1).</p> <p>Know and utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and handwriting (3.6).</p>	<p>1) Lecture: Tier 2: Data-Based WR Instruction</p> <p>2) PLC: Revisit one case study from Week 10. When presented with new data from diagnostic assessments, identify instructional targets (WR). Together, select the next steps for instruction using your texts and other resources.</p> <p>3) Tutoring: Administer a PA assessment, if needed, and teach a lesson.</p>	<p>Read: <i>Success Factor #3: Implement a Walk-to-Intervention Delivery Model</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN
TH	<p>WR Assessment and Instruction: Students will learn about orthographic mapping, phonics inventories, spelling inventories, phonological awareness, and print concepts assessments. They will also learn how to inform instruction.</p>	<p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Understand and apply knowledge about phonological and phonemic awareness (4.B1-4.B.7).</p> <p>Understand and apply knowledge about phonics and word recognition (4.C1-4.C.8).</p> <p>Understand and apply knowledge about the automatic and fluent reading of the text (4.D1-4.D4).</p>	<p>1) Lecture: WR Assessment and Instruction</p> <p>2) PLC: Which assessment/ instructional strategies discussed today would be most beneficial for your case study students? Why?</p> <p>3) Look @ Case Study Pt. III. Clarify expectations.</p> <p>4) Tutoring: Teach a lesson.</p>	<p>Read: <i>Success Factor #7: Be Aware of What Makes Intervention Effective (p. 97-114)</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN

WEEK 12: Tutoring Week #9

T	<p>Tier 2: Intervention-Based Diagnostic Assessment Students will learn the purpose of diagnostic assessment and how to use the Cognitive Model: Can this student comprehend grade-level language: orally & then in print?</p>	<p>Engage effectively in collaborative teams (3.8). Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10). Understand the purpose of diagnostic assessments (3.1).</p>	<p>1) Lecture: Intervention-Based Diagnostic Assessment</p> <p>2) PLC: Revisit one case study from Week 10. When presented with new data from diagnostic assessments, identify instructional targets (LC). Together, select the next steps for instruction using your texts and other resources.</p> <p>3) Tutoring: Teach a lesson.</p>	<p>Read: <i>Success Factor #8: Provide Teachers with Intervention Materials (p. 115-124)</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN
TH	<p>Comprehension Assessment Students will learn about comprehension assessments & challenges (e.g., questions, retell, maze, close, leveling).</p> <p>Research-Based Tier 2 LC Interventions Students will learn the components of research-based Tier 2 interventions for language comprehension. Research-based programs and resources will be highlighted.</p>	<p>Commit to implementing research-based best practices (5.1- 5.3). Know and utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and handwriting (3.6). Understand and apply knowledge about vocabulary (4.E1-4.E.4). Understand and apply knowledge about reading comprehension (4.F1-4.F5). Understand and apply knowledge about writing (4.G1-4.G5).</p>	<p>1) Lecture: Comprehension Assessment and Research-Based Tier 2 LC Interventions</p> <p>2) PLC: Which assessment/ instructional strategies discussed today would benefit your case study students? Why?</p> <p>3) Tutoring: Teach a lesson.</p>	<p>Read: <i>Success Factor #9: Professional Development AND Success Factor #10 Inspect What You Expect (p 125-139)</i></p> <p>Lesson Plan</p>	DAILY LESSON PLAN

WEEK 13: Tutoring Week #10

T	<p><i>Progress Monitoring: Tier 2 & Tier 3</i> Students will learn how to use progress-monitoring assessment data to evaluate and improve instruction. They will learn which skills to monitor progress and how it looks across grade levels.</p>	<p>Commit to implementing research-based best practices (5.1- 5.3).</p> <p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p> <p>Understand the purpose of progress-monitoring assessments (3.1).</p>	<p>1) Lecture: Progress Monitoring: Tier 2 and Tier 3</p> <p>2) Discussion: Look at Acadience progress-monitoring tools. Discuss measures and how it looks across grade levels.</p> <p>3) PLC: Use sample data to determine what to PM.</p> <p>4) Tutoring: Teach a lesson.</p>	<p>Read: <i>Success Factor #4: Monitor Progress with an Appropriate Assessment</i></p> <p>Write your final lesson plan.</p>	DAILY LESSON PLAN
TH	<p><i>Data-Interpretation</i> Students will learn about the technical adequacy of PM. They will also learn how to make and interpret graphs and share information with guardians.</p>	<p>Communicate assessment results and instructional plans to colleagues and family members (3.8).</p> <p>Understand/apply the principles of progress monitoring and reporting with CBMs, including graphing techniques (3.5; 5.4)</p> <p>Demonstrate knowledge and professionalism when working with community agencies (5.5; 5.7; 5.9; 5.10).</p>	<p>1) Lecture: Data Interpretation</p> <p>2) Graphing Activity: Given a set of data (baseline and intervention), set up a graph. Plot the data, and include a goal line, aimline, and phase change lines.</p> <p>3) PLC: Discuss how you would share results with a problem-solving team that includes a parent/guardian.</p> <p>3) Tutoring: Teach your <u>final</u> lesson. Do something purposeful but fun!</p>	<p>Read: <i>Success Factor #5: Flood the Intervention Block with Extra Instructors</i></p>	DAILY LESSON PLAN

WEEK 14

T	<p><i>Tier 3: Intensive Intervention with Core Instruction</i> Students will learn the definition & purpose of Tier 3. They will also learn how it looks across grade levels.</p> <p><i>Teaming:</i> Students will learn about collaborative problem-solving for individual students. Collaboration with families, working with translators, and cultural competence will be addressed.</p>	<p>Demonstrate understanding and use of assessment data in the collaborative problem solving as the model for making decisions about systems and students in MTSS.(3.4, 3.5, 3.6, 3.7)</p> <p>Understand and explain how symptoms of reading difficulty change over time in response to development and instruction (2.5)</p> <p>Engage effectively in collaborative teams (3.8).</p>	<p>1) Lecture: Tier 3: Intensive Intervention with Core Instruction and Teaming</p> <p>2) PLC: Look at data and an intervention plan in a case study for a nonresponder. Identify ways to intensify instruction within Tier 3.</p> <p>3) Gallery Walk: Walk around the room and write reflections to the prompts about the three tiers of instruction as they relate to assessment and instruction (WR and LC). Discuss lingering questions.</p>	<p>Submit the following items to TK20:</p> <ul style="list-style-type: none"> - Impact statement - Timesheet - Cooperating teacher’s evaluation - Lesson plan (1) 	PARTNERSHIP NOTEBOOKS
TH	<p><i>Planning Tier 3 Interventions:</i> Students will learn how to intensify evidence-based interventions. In addition, students will learn what to do if students are nonresponsive or a disability is suspected.</p>	<p>Ensure confidentiality regarding students and staff (5.1; 5.5).</p> <p>Demonstrate understanding and use of assessment data in the collaborative problem solving as the model for making decisions about systems and students in MTSS (3.4, 3.5, 3.6, 3.7).</p>	<p>1) Lecture: Planning Tier 3 Interventions</p> <p>2) Jigsaw: St. Martin et al. (2020). Intensifying literacy instruction: Essential practices. https://intensiveintervention.org/sites/default/files/Intensifying_Literacy_Instruction_Essential_Practices.pdf</p> <p>2) PLC: Reflect on this Reading Academy. What would you do differently if you could start over again? If you were working with a nonresponsive student, how might you proceed? What role might a team like this team have?</p>	<p><i>Finalize case study.</i></p>	

WEEK 15

T	<p><i>MTSS & Reading Disability</i> Students will learn about the types of reading disabilities. They will explore the SVR and the four reading profiles as they relate to reading difficulties.</p>	<p>Understand and explain reading difficulties vary and change over time in response to development and instruction (2.4; 2.5).</p> <p>Support just treatment of individuals with dyslexia and related learning difficulties (5.8).</p>	<p>1) Lecture: MTSS & Reading Disability</p> <p>2) PLCs: Work with case studies of students with different profiles. Develop plans for intervention.</p> <p>3) 4) Discussion: Look at sample intervention report excerpts as a class. Focus on the goals and instructional recommendations. What does this mean for Tier 1 instruction? Intervention?</p>	<p>Read the following Fact Sheets on IDA's Website: https://dyslexia.ida.org/fact-sheets/ - <i>Dyslexia Basics</i> - <i>Dyslexia Assessment</i> - <i>Effective Reading Instruction for Students with Dyslexia</i> - <i>When Educational Promises are Too Good to Be True</i></p>	CASE STUDY PART III
TH	<p><i>Identification</i> Students will learn about the IDEA requirements, identification practices, common issues with disproportionality, and the importance of including families as stakeholders.</p> <p><i>Clinical Diagnostic Assessment:</i> Students will learn about how norm-referenced testing is used and the effectiveness of the clinical assessment. Dyslexia will be closely examined</p>	<p>Apply State and Federal special education laws related to learning disabilities, specifically language-based disabilities such as dyslexia (2.2).</p> <p>Recognize the tenants of IDA's definition of dyslexia and identify the distinguishing characteristics of dyslexia (2.1; 2.3).</p> <p>Communicate assessment results and instructional plans to colleagues and family members while ensuring confidentiality (3.8; 5.5).</p> <p>Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators (3.7).</p>	<p>1) Lecture: Identification and Clinical Diagnostic Assessment</p> <p>2) Review the dyslexia communication tools for families from the Ohio Statewide Family Engagement Center (OSU) https://ohiofamiliesengage.osu.edu/dyslexia-communication-tools-for-schools/</p> <p>3) PLC: How can these tools be used as models?</p> <p>4) Discussion: Look at the sample intervention report excerpts and focus on assessment results. Discuss how to read and interpret common diagnostic tests and the implications. What does this mean for Tier 1 instruction? Intervention?</p> <p>5) Exit ticket: Briefly share your enduring understandings from your case study and this course.</p>		

CASE STUDY

NOTE: For each section, a cover page should be presented with the following information:

Your Name Case Study Part I, II, or III Student's first name only, Teacher's last name RDG 304: Assessment & Data-Informed Decision-Making Semester 20XX
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PART I

Student interview: Write at least two paragraphs summarizing your initial perspective of this student as a result of the interview. Attach the actual document and instrument from which you collected your data.

Rubric evaluated writing/drawing sample: Administer a writing CBM. Write a paragraph summarizing student performance citing Total Words Written (TWW) and Correctly Spelled Words (CSW). State a rationale for the target area(s) for intervention. Include the samples and the completed analyses.

PART II

This includes the actual assessment components conducted using Acadience Reading K-6 and designated diagnostic tools. Include a cover page. Under each heading, please add at least one typed paragraph summarizing the results of that section. You should include at least three paragraphs each under the headings of “Other Observations” and “Instructional Implications.” Be sure to attach *all* of the actual documents on which you recorded your data as appendices.

Acadience Reading K-6 Screening Data	<i>How do you know where to start? Discuss student performance on specific measures.</i>
Diagnostic & Progress Monitoring Data	<i>Present data and discuss implications.</i>
Other Observations	<i>Attitude, writing, work habits, etc.</i>
Instructional Implications	<i>Prioritize instructional targets.</i>
Appendices	<i>Attach all data samples.</i>

PART III

This 2-3 page paper summarizes your results of the Reading Academy tutorial sessions. (Use the bold words as separate headings). Following a brief introduction (stating the student’s interests, strengths, and needs), this paper should include a concise summary of the types of **interventions employed** and your **recommendations** for *home* and *school* support and for instructional modifications, citing research for support. This report is confidential and should not be disseminated to others, including the parents or cooperating teacher, as it is a practice opportunity. Serious consequences will result from any breach of confidentiality related to this case study. Thank you for your cooperation and professionalism.

READING ACADEMY LESSON PLAN

Date:	Objective(s):	
Materials:		
Step	Activities	Notes/Reflection
Set-Up Warm-up: Review previous learning.		
Teach I Do: Model and teach the new concept explicitly/systematically with scaffolding.		
Engage We Do: Teacher-led practice with immediate corrective feedback and multiple opportunities for students to respond.		
Practice You Do: Student(s) practice the skill independently.		
Show You Know Teacher conducts an assessment of student progress.		

Adapted from Smartt & Glaser (2010) and Hougen & Smartt (2020)

READING ACADEMY LESSON PLAN: SAMPLE IDEAS

Date:	Objective(s):	
Materials:		
Step	Activities	Notes/Reflection
Set-Up Warm-up: Review previous learning.	Use one of these opening activities to get the students warmed up: <ul style="list-style-type: none"> - Flashcards: choral and individual responses - Reread word lists - Reread decodable or controlled text - Act out vocabulary words - Match comprehension strategies with skills 	
Teach I Do: Model and teach the new concept explicitly/systematically with scaffolding.	Explicitly teach: <ul style="list-style-type: none"> - Show students the new phonic element. - Tell students new information. - Demonstrate how to use the new concept or strategy. - Use directions such as “My turn,” “Watch me,” and “Listen.” 	
Engage We Do: Teacher-led practice with immediate corrective feedback and multiple opportunities for students to respond.	Engage in practice with feedback: <ul style="list-style-type: none"> - Flashcards - Read a list of words displayed on a pocket chart - Retell comprehension strategy in own words - Connect vocabulary words with context 	
Practice You Do: Student(s) practice the skill independently.	Choose Next STEPS activities. Use core or supplementary reading program activities to extend the application of new learning: <ul style="list-style-type: none"> - Phoneme-grapheme mapping - Word building with magnetic letters - A variety of segmentation phoneme awareness activities - Word sorts - Fluency training: Oral timed reading - Write answers to questions about the story using vocabulary words 	
Show You Know Teacher conducts an assessment of student progress.	Suggestions for mastery check: <ul style="list-style-type: none"> - Spelling dictation - Dictate a sentence for students to write - Read a short list of the target words - Progress monitor with a fluency measure (e.g., Acadience) 	

Adapted from Smartt & Glaser, (2010, p. 37)) and Hougen & Smartt (2020)

ASSESSMENT TOOL SUMMARY

Assessment Instrument List	Grade Levels
AIMSweb	K-8
Acadience Reading K-6	K-6
Acadience Reading Diagnostic: Comprehension, Fluency (C-FOL)	K-6, struggling readers
Acadience Reading Diagnostic: Phoneme Awareness and Word Reading (PA and WRD)	K-1, struggling readers
Really Great Reading Beginning and Advanced Decoding Surveys	2-12
CORE Phonics Survey	K-8
CTOPP-2	Grade 1 to adults
DIBELS 5-8	K-8
easyCBM	K-8
FastBridge	PreK-K
IDEL (Learning to Read in Spanish)	K-3
Neuhaus Naming Screening and Benchmarks	Primary grades, struggling readers
PAR	PreK-3
PASS	K-2
PAST	K to adults
Phonics Screener for Intervention (PASI)	1-3, struggling readers
Phonological Awareness Survey	K, struggling readers
Quick Phonics Screener- Third Edition (QPS-3)	K to adults
San Diego Quick Assessment (Word Recognition)	K-12
TOWRE-2 (Word Recognition)	K-12
TPRI & Tejas LEE	K-3
Yopp-Singer	K, struggling readers

ASSESSMENT TOOL SUMMARY

Consider organizing responses using a Q&A format before transforming your information into a cohesive summary. Please include references in APA format.

PART I:

Q: What is the name of the assessment?

Q: Which essential components of literacy are measured (e.g., PA, phonics, fluency, oral language, vocabulary, comprehension, writing)?

Q: Which publishing company produces this assessment?

Q: What are the recommended grade levels/ages for administration?

Q: What is the cost of the assessment?

PART II:

Q: What is the purpose of this particular assessment tool?

Q: How is the test administered?

Q: What subtests and composite scores does this instrument provide?

PART III:

Q: What information is presented through the reports?

Q: Do you have to analyze it yourself, or is an analysis provided *to* you?

PART IV:

Q: What is the validity and reliability of this assessment tool?

Q: What are some of the strengths and weaknesses of this test?

ASSESSMENT TOOL RUBRIC

Expectations	Excellent	Good	Acceptable	Weak	Poor
PART 1: Clearly states the name of the test, the publisher, ages/ grade levels, the purpose of the assessment, what the test measures, and the cost.	5 (25%) A complete and thorough summary of each item listed for the first part of the test overview information. AND appropriate grammar, spelling, and punctuation. AND APA style was evident.	4 (20%) A complete and thorough summary of each item listed for the first part of the test overview information. AND 2-3 errors in grammar, spelling, punctuation, and/or APA style were evident.	3 (15%) Part 1 of the summary was missing some important information (1-2 omissions or inaccuracies were evident); and/or lacks a thorough analysis of 1-2 topics. AND appropriate grammar, spelling, and punctuation. AND APA style was evident.	1 (5%) Part 1 of the summary was missing some important information (1-2 omissions or inaccuracies were evident); and/or lacks a thorough analysis of 1-2 topics. AND 2-3 errors in grammar, spelling, punctuation, and/or APA style were evident.	0 (0%) Part 1 does not thoroughly cover items (more than two omissions or inaccuracies). AND/OR significant errors (4 or more) in grammar, spelling, punctuation, and/or APA style were evident. OR paper was submitted late without approval.
PART 2: Clearly lists subtests and composite scores (with a brief description of what is done for each subtest). Length of administration is also noted. Information about reports and grouping is included.	5 (25%) A complete and thorough summary of each item listed for the second part of the test overview information. AND appropriate grammar, spelling, and punctuation. AND APA style was evident.	4 (20%) A complete and thorough summary of each item listed for the first part of the test overview information. AND 2-3 errors in grammar, spelling, punctuation, and/or APA style were evident.	3 (15%) Part 2 of the summary was missing some important information (1-2 omissions or inaccuracies were evident); and/or lacks a thorough analysis of 1-2 topics. AND appropriate grammar, spelling, and punctuation. AND APA style was evident.	1 (5%) Part 2 of the summary was missing some important information (1-2 omissions or inaccuracies were evident); and/or lacks a thorough analysis of 1-2 topics. AND 2-3 errors in grammar, spelling, punctuation, and/or APA style were evident.	0 (0%) Part 2 does not thoroughly cover items (more than two omissions or inaccuracies). AND/OR significant errors (4 or more) in grammar, spelling, punctuation, and/or APA style were evident. OR paper was submitted late without approval.
PART 3: Fully addresses the information presented in reports and whether the information must still be analyzed or provided FOR you.	5 (25%) A complete and thorough summary of each of the items listed for reports and score analyses. AND appropriate grammar, spelling, and punctuation. AND APA style was evident.	4 (20%) A complete and thorough summary of each item listed for reports and score analyses. AND 2-3 errors in grammar, spelling, punctuation, and/or APA style were evident.	3 (15%) Reports and analyses summary was missing some important information or stated some inaccurate information (1-2 omissions or inaccuracies were evident); and/or lacked a thorough analysis of 1-2 topics. AND appropriate grammar, spelling, and punctuation. AND APA style was evident.	1 (5%) Reports and analyses summary was missing some important information or stated some inaccurate information (1-2 omissions or inaccuracies were evident); and/or lacks a thorough analysis of 1-2 topics. AND 2-3 errors in grammar, spelling, punctuation, and/or APA style were evident.	0 (0%) Reports and score analyses summary did not thoroughly cover items (more than two omissions or inaccuracies). AND/OR significant errors (4 or more) in grammar, spelling, punctuation, and/or APA style were evident. OR paper was submitted late without approval.
PART 4: Fully addresses the following four questions about technical adequacy: (1) What is the validity and reliability of this test? (2) What are some strengths and weaknesses of this test?	5 (25%) A complete and thorough summary of each item listed for validity and reliability; critical and reflective thinking apparent; content cited and correctly applied AND appropriate grammar, spelling, and punctuation. AND APA style was evident.	4 (20%) A complete and thorough summary of each item listed for validity and reliability; critical and reflective thinking apparent; content cited and correctly applied. AND 2-3 errors in grammar, spelling, punctuation, and/or APA style were evident.	3 (15%) Validity and reliability summary was missing some important information or stated some inaccurate information (1-2 omissions, or inaccuracies were evident); and/or lacks a thorough analysis of 1-2 of the topics. AND appropriate grammar, spelling, and punctuation. AND APA style were evident.	1 (5%) Validity and reliability summary was missing some important information or stated some inaccurate information (1-2 omissions, or inaccuracies were evident); and/or lacks a thorough analysis of 1-2 topics. AND 2-3 errors in grammar, spelling, punctuation, and/or APA style were evident.	0 (0%) Validity and reliability summary did not thoroughly cover items (more than two omissions or inaccuracies). AND/OR significant errors (4 or more) in grammar, spelling, punctuation, and/or APA style were evident. OR paper was submitted late without approval.

FIELD EXPERIENCE ADDENDUM

RDG 304: ASSESSMENT AND DATA-BASED DECISION-MAKING

Field Experience Objectives:

1. **Reflect on the connections between course content and what you observe in the field experience.** *Evidence required: Daily lesson plan reflections and case study*
2. **Demonstrate increased knowledge and understanding of course content, as supported by and applied in the field experience.** *Evidence required: Assessment tool summary and case study*
3. **Complete the required number of field hours and professionally fulfill all responsibilities.** *Evidence required:*
 - a) *Current fingerprints and background check (less than one year)*
 - b) *Field placement information submitted by the candidate by the end of the fourth week of classes (This is needed to receive an evaluation from the cooperating teacher.)*
 - c) *Signed attendance sheets confirming dates and times of attendance*
 - d) *TK20 requirements: Impact statement; time sheet; cooperating teacher's evaluation; uploaded lesson plan (1)*
4. **Reflect on ways your participation in this field-based experience has impacted student learning.** *Evidence required: TK20 impact statement; weekly reflections, lesson plan reflections*

Satisfactory field experience completion is required for this course. For field experience, candidates must not receive a single score of "0" on the evaluation form. The evaluation form will be submitted electronically by the cooperating teacher. Any candidate who receives one or more scores of "0" on their evaluation must attend a professional concern conference to be arranged by the course instructor and include the program director to discuss the area of concern. *Failure to complete the required field hours, as evidenced by the signed (cooperating teacher) attendance sheet uploaded on TK20, will result in failure of the course.*