

COURSE NUMBER: EDUC 4700.01 SPED 5040.01	COURSE TITLE: Analysis and Correction of Reading Disabilities	TERM: Fall 2006
SITE: WEBH	INSTRUCTOR CONTACT INFORMATION: Connie Wolff Work Phone :(636) 938-2400 Home Phone: (636) 236-5460 Email – singsatsunrise@yahoo.com	CREDIT HOURS: 3

1.

COURSE DESCRIPTION: This course explores characteristics of reading disabilities, identification /analysis of reading disabilities, and reading intervention strategies appropriate for students with disabilities. The purpose of this course is threefold: (1) to increase knowledge, and understanding of the process of reading, (2) to increase competency in the diagnosis of specific areas of weakness that can interfere with the reading process, and (3) to develop intervention strategies to remediate / correct reading disabilities. Webster students will explore formal and informal reading assessments, current research literature in reading, and the development of strategies for remediation of reading disabilities.

2. LEARNING OUTCOMES:

Learner Outcomes for this course	Special Education Program Outcomes	SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed
1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities. 1.2 Students have increased awareness of current research findings.	Special education graduates demonstrate knowledge of the history and development of special education, characteristics of students with disabilities, and the principles and foundations underlying best practices for students with disabilities. (CEC Standard 2 Development and Characteristics of LearnersGC7K4)	Goal 1: Knowledgeable learners demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
Upon successful completion of this course the student will: 2.1 increase knowledge of formal and informal reading assessment	Special education graduates design, adapt, and modify effective assessment plans, instructional strategies and	Goal 2: Informed instructors incorporate multiple assessment and instructional strategies to support effective educational

<p>instruments, including test administration and interpretation of data especially as reading relates to individuals with reading disabilities.</p> <p>2.2 be able to analyze assessment data in developing effective instructional strategies for remediation /correction of specific reading difficulties.</p> <p>2.3 be able to develop specific strategies to increase reading competency for students with reading disabilities through prescriptive teaching.</p>	<p>curricula, and/or services based on current research regarding cognitive, social and emotional development in students with disabilities.</p> <p>(CEC Standard 8; 4;6; 7; CC4S3; GC4S12; GC4S14; GC6S3CC7S6; CC8K3; CC8k4; CC8S1; CC8S2; CC8S4; CC8S5; CC8S8;CC8S9;CC8S10)</p>	<p>practices based on research and theory.</p>
<p>3.1 Special education graduates reflect on and improve the quality of life for students with disabilities through improved learning outcomes and educational opportunities (improved achievement).</p>	<p>Special education graduates reflect on their roles as educators to improve learning outcomes, and collaborate with families, and other members of the community in order to advocate for inclusive and equitable educational opportunities for persons with disabilities. (CECStandard 9; 10; CC9S11; CC9S5)</p>	<p>Goal 3: Reflective collaborators reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities.</p>
<p>4.1 Students have increased awareness of the need to develop teaching strategies sensitive to the needs of all students in our multicultural society.</p>	<p>Special education graduates value, recognize and address the unique individual abilities and differences of students with special needs. (CEC Standard 3; CC3K5; GC3K1; GC4S3; GC4S4; GC9S6)</p>	<p>Goal 4: Responsive educators demonstrate respect for diversity through responsive teaching and learning that values individual differences.</p>

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

WEEK 1: August 22, 2006

Content – Assessment of students’ reading knowledge
Historical perspectives – Characteristics of Learners
Overview of Assessment
Overview of Reading Assessment

Activities – Survey – Lecture - Read “To Think Like a Teacher” pages 54- 57/discussion

Assignment – study lecture notes

Copy Pages of IRI – Form A Student Decoding and Form A Teacher Decoding

WEEK 2: August 29, 2006

Content – Interpreting data of others – Introduction to IRIs – Vocabulary of Decoding - Decoding
Assessment- creating your own tools/IEPs

Activities – Homework Evaluation, Lecture – practice administering decoding tools – practice with
Decoding Error Analysis

Assignment – Administer 3 IRI decoding tests with 2 written error analysis

Develop an assessment tool used to monitor student progress on a specific objective

-study lecture notes

WEEK 3: September 5, 2006

Content: Readability/ Comprehension Assessment/ Vocabulary of Comprehension/ IEPs

Activities – Homework evaluation, lecture, practice administering tools – practice in error analysis

Assignment – Administer 3 IRI comprehension tests with 2 written error analysis

- study lecture notes

WEEK 4: September 12, 2006

Content – Fluency Assessment/IEPs

Activities – Homework evaluation, lecture, practice administering tools – practice error analysis

Assignment – Administer 3 fluency tests with 2 written error analysis

Read “To Think Like a Teacher” – Chapter 6, pages 86-93

- study lecture notes

Week 5: September 19, 2006

Content – Phonemic Awareness Assessments/IEPs

Activities – Homework evaluation, lecture, practice administering tests, error analysis

Assignment – Complete 2 phonemic Awareness assessment/Complete Goals/benchmarks of an IEP

Read “To Think Like a Teacher” – Chapter 4, pages 47-51

Read “To Think Like a Teacher” – Chapter 7, pages 106-108

- study lecture notes

Week 6 : September 26, 2006

Content – Linking Assessment Results to Elements of Lesson Design/ Active Participation

Activities – Homework evaluation, lecture, discussion, practice, group lesson planning, discussion of
research locations

Assignment – Read “To Think Like a Teacher” – Chapter 5, Pages 68-70

Read “To Think Like a Teacher” – Chapter 5, pages 81 -85

Locate and read research article on an assigned principle - Submit research log and results

- study lecture notes

Week 7: October 3, 2006

Content – Linking Assessment Results to Principles of Teaching Basic Concepts/ Progress Monitoring
Activities – Homework evaluation, research support presentations, discussion, application of principles
Assignment – Read “To Think Like a Teacher” – Chapter 7, pages 111- 112
- study for exam

Week 8: October 10, 2006

Content – Mid term exam
Activities – Exam, discussion, lecture, group construct a task analysis
Assignment – Read “To Think Like a Teacher” – Chapter 7, pages 109- 111
Read National Reading Panel Summary of Decoding

Fall Break

Week 9: October 24, 2006

Content – Linking Assessment Results to Strategies Instruction/Task Analysis
Activities – Homework evaluation, research review, lecture, discussion, practice
Assignment – study lecture notes

Week 10: October 31, 2006

Content – Linking Assessment Results to Approaches to teaching reading
Teaching Decoding / Sight Words/Research review
Activities – Homework evaluation, review of research, lecture, discussion, practice
Assignment – Begin teaching 10 lessons/log
Read National Reading Panel Summary of Comprehension
- study lecture notes

Week 11: November 7, 2006

Content – Linking Assessment Results to Teaching Phonemic Awareness / Research Review
Activities – Homework evaluation, review of research, lecture, discussion, group work
Assignment – study lecture notes

Week 12: November 14, 2006

Content – Linking Assessment Results to Teaching Fluency/ Research Review
Activities – Homework evaluation, review of research, discussion, lecture, practice
Assignment – Read National Reading Panel Summary of Phonemic Awareness
- study lecture notes

Week 13: November 21, 2006

Content – Linking Assessment Results to Teaching Comprehension / Readability/Research Review
Activities – Homework evaluation, review of research, lecture, group discussion, review of literature
Assignment – Read National Reading Panel Summary of Fluency
- study lecture notes

Week 14: November 28, 2006

Content – Linking Assessment Results to Developing a Strategy/ Appropriate practice activities
Activities – Homework evaluation, research review, lecture, discussion, practice
Assignment – Read “To Think Like a Teacher” – Chapter 5, pages 77
- study lecture notes

Week 15: December 5, 2006

Content – Linking Assessment Results to Differentiating Instruction/Materials Evaluation/ Diversity
Activities – Homework evaluation, lecture, practice, application activity

Assignment – Read “To Think Like a Teacher” Chapter 3- all

Complete case study of student you have worked with- be sure to include your unanswered questions

- assessment results that led to instructional plan
- rationale for instructional plan
- instructional log
- instructional results

Week 16: December 12, 2006

Content – Case Study Presentations

Activities – Presentation, evaluation

4. RESOURCES:

Required Text(s):

1. To Think Like A Teacher: Cases for Special Education Interns and Novice Teachers by Mark Goor and Karen Santos, published in 2002 by Allyn and Bacon.

2. Basic Reading Inventory by Jerry Johns, Kendall/Hunt Publishing Company, Dubuque, IA, 2001.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Attendance	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities.	80 points – 10%
Homework Evaluation	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities. 1.2 Students have increased awareness of current research findings.	140 points – 17.5%
Administration of tests - 3 decoding/2 error analysis(50) - 3 comprehension/2 error anal(50) - 3 fluency/2 error anal(50) -2 phonemic awareness(50)	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities. 2.1 increase knowledge of formal and informal reading assessment instruments, including test administration and interpretation of data especially as reading relates to individuals with reading disabilities. 2.2 be able to analyze assessment data in developing effective instructional strategies for remediation /correction of specific reading difficulties.	200 points – 25%
Research Basic Principle	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities. 1.2 Students have increased awareness of current research findings.	30 points – 3.75%
Midterm Exam	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities. 2.2 be able to analyze assessment data in developing effective instructional strategies for remediation /correction of specific reading difficulties.	100 points – 12.5%

Case Study Assessment and instructional plan	<p>1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities.</p> <p>1.2 Students have increased awareness of current research findings.</p> <p>2.1 increase knowledge of formal and informal reading assessment instruments, including test administration and interpretation of data especially as reading relates to individuals with reading disabilities.</p> <p>2.2 be able to analyze assessment data in developing effective instructional strategies for remediation /correction of specific reading difficulties.</p> <p>2.3 be able to develop specific strategies to increase reading competency for students with reading disabilities through prescriptive teaching.</p> <p>3.1 Special education graduates reflect on and improve the quality of life for students with disabilities through improved learning outcomes and educational opportunities (improved achievement).</p>	200 points – 25%
Materials Evaluation – group project done in class	4.1 Students have increased awareness of the need to develop teaching strategies sensitive to the needs of all students in our multicultural society.	50 points – 6.25%
Total		800 points – 100%

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

6. GRADING SCALE :

- A = 90% or better superior work (720+ points)
- B= 80% to 90% good work (640-719 points)
- C= 70% to 79% average work (560-639 points)

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-
ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR
PICK-UP IN THE SOE OFFICE.**