University of North Alabama
EED 405-01: Evaluation and Remediation of Reading Problems
Spring 2013

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Office Schedule

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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Credit: 3 semester hours

Clinical Hours: Each session will contain clinical hours. This class is a fully field based class that will meet primarily at Weeden Elementary School (Clusters A, E, & K)

Course Prerequisite: Admission to teacher education and EED 401.

Course Description: An analysis of reading disabilities in elementary children, with an emphasis on evaluating these reading difficulties and planning appropriate interventions.

Required Readings:

• LiveText membership purchased from UNA bookstore or online at www.LiveText.com
• Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – http://dibels.uoregon.edu/
• Additional content will be provided through Angel course materials, various websites, and handouts.

Course Standards & Objectives:

All requirements of EED 405 must be satisfactorily completed to receive credit for the course. To apply credit for EED 405 to a Teacher Education Program, the candidate must earn a C or better. You must receive a “pass” on all EED 405 standards in livetext to complete this course. The following Alabama State Department Standards will be evaluated in EED 405. Candidates must demonstrate:

Course Objectives:

Upon completion of EED 405, the student will be able to:

1. Objective (the course content below covers multiple objectives):
   *demonstrate knowledge of strategies accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students’ pace of learning and competence in reading, writing, speaking, and listening. This objective is supported by AQTS 290-3-3-.03(3)(c)2.(i) - CF #1; Special Education PATS 290-3-3-.34 (2)(g)2.(i), CF #1 & 5; UNA QEP Tier 3 Assessment for the university
   *select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence. This objective is supported by EED PATS 290-3-3-.06 (2)(b)1.(iii)(IV); CF #5

Course Content: Supported by AQTS 290-3-3-.03(3)(c)2.(i); Special Education PATS 290-3-3-.34 (2)(g)2.(i); EED PATS 290-3-3-.06 (2)(b)1.(iii)(IV); CF #1 & 5; UNA QEP Tier 3 Assessment for the university

• Phonemic Awareness
• Phonics
• Fluency

Revised January 2013
• Comprehension
• Vocabulary
• Sight Words

Key Assignment, Project Based Learning Activity, or Clinical That Supports Standard AQTS 290-3-3-.03(3)c2.(i); Special Education PATS 290-3-3-.34 (2)(g)2.(i); EED PATS 290-3-3-.06 (2)(b)1.(iii)(IV); CF #1 & 5; UNA QEP Tier 3 Assessment for the university

Case Study on data-driven instruction based on needs of a selected student. Assignment Evaluation for Standard AQTS 290-3-3-.03(3)c2.(i); CF #1; UNA QEP Tier 3 Assessment for the university will be collected on a livetext rubric to measure the standards. In order to pass the course, all standards objectives must be met with an acceptable or target in vivetext.

2. Objective: demonstrate knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction. This objective is supported by AQTS 290-3-3-.03(3)c2.(ii); EED PATS 290-3-3-.06(2)(b).1.(ii)(IV); CF #1 and CF #2 (please note these two standards are worded almost exactly the same in the AQTS and the EED PATS so they are combined into one objective)

Course Content Supported by AQTS 290-3-3-.03(3)c2.(ii); EED PATS 290-3-3-.06(2)(b)1.(ii)(IV); CF #1 and CF #2
• Data driven analysis and interpretation of reading problems using formal assessment tools for identifying problems
• Standardized survey NRTs with reading subtests (group/individual, including state-mandated)
• Standardized diagnostic NRTs and CRTs (including AL SDE-mandated)
• Dynamic Indicators of Basic Early Literacy Skills - DIBELS
• Phoneme Segmentation
• Letter Naming
• Letter Sounds
• Nonsense Word Fluency
• Oral Reading Fluency
• Retelling
• Rubrics
• Checklists
• Observation
• Miscue analysis
• Reading rate
• Answering comprehension questions

Key Assignment, Project Based Learning Activity, or Clinical That Supports Standard AQTS 290-3-3-.03(3)c2.(ii); EED PATS 290-3-3-.06(2)(b)1.(ii)(IV); CF #1 and CF #2:

Proper use of assessment tools in clinical settings: Students will use various assessment tools to conduct assessments. Students will later write up a case study based on the findings using the assessment results. Assignment Evaluation for AQTS 290-3-3-.03(3)c2.(ii); EED PATS 290-3-3-.06(2)(b)1.(ii)(IV); CF #1 and CF #2 will be collected on a livetext rubric to measure the standards. In order to pass the course, all standards objectives must be met with an acceptable or target in livetext.

3. Objectives (the course content below covers multiple objectives based in a clinical setting):
* construct learning opportunities that support individual students' development and acquisition of knowledge. This objective is supported by EED PATS 290-3-3-.06 (2)(a)3.(i); CF #1
* Respond to children at the appropriate developmental level. EED PATS 290-3-3-.06 (2)(a)3.(ii); CF #6
* Teach language arts and reading utilizing practices included in the current edition of the Alabama Reading Initiative publication Essential Skills of Teachers of Reading. This objective is supported by EED PATS 290-3-3-.06 (2)(b)1.(iii)(III); CF #1
* Ability to create instructional opportunities that are adapted to developmental levels of elementary children. This objective is supported by EED PATS 290-3-3-.06 (2)(c)2.(iii); CF #5
* Utilize effective teaching strategies designed to promote learning and improve student achievement. This objective is supported by Special Education PATS 290-3-3-.34 (2)(d)2.(iii); CF #1, 5, & 6

Course Content Supported by EED PATS 290-3-3-.06 (2)(a)3.(i); EED PATS 290-3-3-.06 (2)(a)3.(ii); EED PATS 290-3-3-.06 (2)(b)1.(iii)(III); EED PATS 290-3-3-.06 (2)(c)2.(iii); Special Education PATS 290-3-3-.34 (2)(d)2.(iii); CF #1, 5, & 6
• Decoding skills

Revised January 2013
- Phonological awareness skills
- Stop and continuous single letter sounds (their most common sounds)
- Alphabetic principle (grapheme-phoneme correspondences)
- Letter combinations (blends, digraphs, diphthongs, r-controlled vowels, etc.)
- Affixes
- Regular word types
- Irregular word types
- Phonic analysis skills
- Structural analysis skills
- Fluency instruction
- Comprehension skills
- Vocabulary
- Contextual analysis skills

**Key Assignment, Project Based Learning Activity, or Clinical That Supports Standard** EED PATS 290-3-3-06 (2)(a)3.(i); EED PATS 290-3-3-06 (2)(a)3.(ii); EED PATS 290-3-3-06 (2)(b)1.(iii)(III); EED PATS 290-3-3-06 (2)(c)2.(iii); Special Education PATS 290-3-3-34 (2)(d)2.(iii); CF #1, 5, & 6:

Students will be assessed individually by an observation and onsite clinical monitoring rubric that will be on livetext. Assignment Evaluation for In order to pass the course, all standards objectives must be met with an acceptable or target in livetext (a letter grade of a “C” or better).

4. **Objective:** demonstrate knowledge of the phonology and grapheme correspondences of the English spelling system. This objective is supported by EED PATS 290-3-3-06(2)(b)1.(ii)(VI); CF #1– UNA Global Initiative objective

**Course Content Supported by EED PATS 290-3-3-06(2)(b)1.(ii)(VI); CF #1.**
- Phonological awareness skills
- Stop and continuous single letter sounds (their most common sounds)
- Alphabetic principle (grapheme-phoneme correspondences)
- Letter combinations (blends, digraphs, diphthongs, r-controlled vowels, etc.)

**Key Assignment, Project Based Learning Activity, or Clinical That Supports Standard** EED PATS 290-3-3-06(2)(b)1.(ii)(VI); CF #1:

Students will be assessed individually and orally by pronouncing the most common sound of letter(s) when presented with corresponding graphemes. Assignment Evaluation for EED PATS 290-3-3-06(2)(b)1.(ii)(VI); CF #1 will be collected from a livetext rubric. Assignment Evaluation for In order to pass the course, all standards objectives must be met with an acceptable or target in livetext (a letter grade of a “C” or better).

5. **Objective:** demonstrate knowledge of strategies for involving families in planning for and assisting with their children’s reading development. This objective is supported by EED PATS 290-3-3-06(2)(b)1.(ii)(VII); CF #1.

**Course Content Supported by EED PATS 290-3-3-06(2)(b)1.(ii)(VII); CF #1.**
- Home-School Connection
- Literacy in the home

**Key Assignment, Project Based Learning Activity, or Clinical That Supports Standard** EED PATS 290-3-3-06(2)(b)1.(ii)(VII); CF #1:

Students will be assessed by developing a parent letter with activities that child can do at home to increase literacy. Assignment Evaluation for EED PATS 290-3-3-06(2)(b)1.(ii)(VII); CF #1 will be collected from a livetext rubric. In order to pass the course, all standards objectives must be met with an acceptable or target in livetext (a letter grade of a “C” or better).

**Course Requirements:** All Course Requirements Correlate with the UNA College of Education Conceptual Framework.

1. “Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit” (UNA Bulletin).
   - Part of your grade is based on your participation in class discussions and activities. Absences will be considered unexcused unless you bring a doctor's excuse (for yourself) or are participating in a UNA-sponsored event (notice received from UNA administration). Doctor's excuses must be presented in the professor's office and a request is made to make up work at that time. It is your responsibility to make contact with the professor. You will be allowed to make up only two excused absences.
• No tests will be administered early or late unless it is an emergency and prior personal contact is made with the instructor (voice and e-mail messages are not acceptable). Make-up exams will be available only to students who have an excused absence and should be taken before returning to class. These make-up tests may be an alternate form (all essay) or comprehensive.
• If you miss a clinical without prior approval, you will lose the administration or implementation points based on the day that you missed. You will still have to make up the clinical.
• If you miss mock grade level/data meeting days or days that we prepare in class for the clinical without approval from the professor, you will not be allowed to work with your partner or group. You must administer and implement the clinical individually.
• All assignments are to be submitted in ANGEL or Livetext unless notified by the professor. They are due at the time of the class. Your assignment is “timestamped” when it was received on ANGEL. You will lose 5 points for each date that it is late. It is your responsibility to have a saved document and printed assignment at all times.
• Assignments and tests will be due/administered during the next class session if UNA is closed due to inclement weather. If we are scheduled for a clinical and the school system closes due to weather, class will be cancelled. Please check the tv/internet for weather updates. If UNA is closed for any reason but the elementary school is open, you will also be out because we follow the UNA schedule.
• Unprofessional behavior during class or during clinicals will result in a letter grade deduction on your final grade for each occurrence.
• Cell phones should be turned off prior to class and will not be allowed out of your bag, etc. If you have a family emergency, please let me know before class begins. Points will be deducted for failing to comply with any of these behaviors.

2. Read assigned text and supplemental reading material prior to class.
3. Some clinicals will occur outside of class.
4. Use Angel for all class communications and access supplementary class materials from that site. If you have not received a message back you can email me at Lhclayton@una.edu or call my cell phone 256.648.0147

Point equivalent for grades

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 93%</td>
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<tr>
<td>B</td>
<td>92 - 84%</td>
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<tr>
<td>C</td>
<td>83 - 75%</td>
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<tr>
<td>D</td>
<td>74 - 65%</td>
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<td>F</td>
<td>64% and below</td>
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A professional subjective judgment will be made on all work attempted in this class.

Accommodation Statement:
In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-764-4214).

TENTATIVE Schedule of Class Readings & Assignments will be distributed during the 1st class session.
The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission – “Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares "Knowledgeable Practicing Professionals" who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.
Syllabus Statement and Class Honor Code

I have received a copy (or copy is posted on ANGEL) of the syllabus for EED 405 for ____________________(semester, year). I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name: ___________________________________ Date: _________________

Information Sheet

Course: __________________________________________

Name: __________________________________________

Phone Numbers: _________________________________

Email: _________________________________________

Live Text Name: _________________________________

Career Goal: ___________________________________

Any health issues that the professor needs to know about: ____________________________________________

________________________________________________________________________________________

Please sign here if you give Lisa Clayton permission to share your paper/projects in the future (for example: as a model for other classes to go by):

________________________________________________________________________________________

Please write your schedule on the back.