

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education, Department of Middle and Secondary Education

Course No. SE390

Title of Course: Instructional Interventions for Middle and High School Students with Special Literacy Needs

Date: January 10, 2015

Please check: New Revision

- I. Catalog Description (Credit Hours of Course)
Literacy assessment techniques and interventions for middle and high school students with reading deficits. (3)
- II. Co- or Prerequisite(s):
Prerequisites: Admission to Teacher Education Program. Successful completion of SE307 Content Literacy Methods for Middle and High School, SE350 Pedagogy 1: Principles of Effective Teaching, SE360 or SE365 Pedagogy 2: MSE Interdisciplinary Methods and Technology and SE355 Field Experience.
Co-requisites: SE385 Pedagogy 3: MSE Interdisciplinary Methods and Technology, SE380 Field Experience.
- III. Purposes or Objectives of the Course (optional):
The teacher candidate:
- A. Develops and uses formal and informal literacy assessments. MOSPE 7.3, PCS4Ec
 - B. Accesses, analyzes, and appropriately uses literacy assessment data to design and carry out instruction for RTI-tiered intervention. MOSPE 7.2, PCS4Ec
 - C. Develops a knowledge base of literacy assessment strategies and tools, including how to collect information on students' literacy levels by observing classroom interactions and using higher order questioning. Uses analysis of the data to determine the effect of literacy instruction on individual and whole class learning. MOSPE 7.6, PCS4Ec
 - D. Explains ethical and legal implications of confidentiality of student records and can describe and analyze literacy strategies to communicate student progress to all stakeholders. MOSPE 8.3, PDS5Ed
 - E. Engages in collaborative classroom/department/school literacy data analysis processes. MOSPE 9.3, PCS4Ec
 - F. Reflects on literacy teaching practices to refine their own instructional process in order to promote the growth and learning of students. MOSPE 4.1, PCS4Eb
 - G. Plans and delivers lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with special literacy needs. MOSPE 3.2, PDS2Ea
 - H. Knows research-based models of instructional strategies in content literacy that support students' reading comprehension, writing, and critical thinking skills in their content area and meet the needs of students with special literacy needs. MOSPE 4.2, PBS2Ec
 - I. Uses knowledge of diverse cultural perspectives of students and English Language Learners (ELLs) to create and implement literacy strategies which accommodate these students' learning needs. MOSPE 4.1, PAS1Eb
 - J. Knows the components and organization of an effective literacy curriculum; Creates aligned learning experiences using both Common Core Standards for Literacy and national and state content standards to promote effective learning outcomes for students with special literacy needs. MOSPE 3.1, PBS2Eb

IV. Student Learning Outcomes (Minimum of 3):

1. The teacher candidate uses formal and informal literacy assessments.	Locating and gathering research-based assessments (both formal and informal) to use in gathering baseline data on students who are struggling in each of the five critical literacy areas.
2. The teacher candidate effectively plans and implements appropriate literacy strategies for all students in their content area, especially those whose progress identifies them for an RTI-tiered instructional format.	Data analysis and interpretation Lesson plans Reflecting on practice
3. The teacher candidate knows and can articulate the components and organization of effective literacy curriculum especially for their content area.	Written report

V. Optional departmental/college requirements: none

VI. Course Content or Outline (Indicate number of class hours per unit or section):

A. Development and use of formal and informal literacy assessments.	6 hours
B. Accessing, analyzing, and appropriately using literacy assessment data to design and carry out instruction for RTI-tiered intervention.	6 hours
C. Literacy assessment strategies and tools, including how to collect information on students' literacy levels by observing classroom interactions and using higher order questioning. Analysis of the data to determine the effect of literacy instruction on individual and whole class learning.	6 hours
D. Ethical and legal implications of confidentiality of student records and can describe and analyze literacy strategies to communicate student progress to all stakeholders.	1 hour
E. Collaborative classroom/department/school literacy data analysis process.	2 hours
F. Reflections on literacy teaching practices to refine own instructional process in order to promote the growth and learning of students.	3 hours
G. Planning and delivering lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with reading deficits.	12 hours
H. Diverse cultural perspectives of students and English Language Learners (ELLs) by creating and implementing literacy strategies which accommodate these students' learning.	6 hours
I. Components and organization of an effective literacy curriculum; Creates aligned learning experiences using both Common Core Standards for Literacy and national and state content standards to promote effective learning outcomes for students with reading deficits.	3 hours

Signature: _____ Date: _____
Chair
Signature: _____ Date: _____
Dean

COURSE SYLLABUS

Southeast Missouri State University

Department: Middle and Secondary Education

Course No.: SE390

Title of Course: Instructional Interventions for Middle and High School Students with Special Literacy Needs

Date: 1.10.15

Please check: New Revised

Semester:

Class Meeting Time and Location:

Instructor Name and Contact Information:

Office Hours:

Catalog Description (Credit Hours of Course):

Literacy assessment techniques and interventions for middle and high school students with special literacy needs.

Prerequisites: Admission to Teacher Education Program. Successful completion of SE307 Content Literacy Methods for Middle and High School, SE350 Pedagogy 1: Principles of Effective Teaching, SE360 and SE365 Pedagogy 2: MSE Interdisciplinary Methods and Technology, and SE355 Field Experience.

Co-requisites: SE385 Pedagogy 3: MSE Advanced Methods of Secondary Teaching, SE380 Field Experience.

Purposes or Objectives of the Course:

The teacher candidate:

- A. Develops and uses formal and informal literacy assessments. MOSPE 7.3, PCS4Ec
- B. Accesses, analyzes, and appropriately uses literacy assessment data to design and carry out instruction for RTI-tiered intervention. MOSPE 7.2, PCS4Ec
- C. Develops a knowledge base of literacy assessment strategies and tools, including how to collect information on students' literacy levels by observing classroom interactions and using higher order questioning. Uses analysis of the data to determine the effect of literacy instruction on individual and whole class learning. MOSPE 7.6, PCS4Ec
- D. Explains ethical and legal implications of confidentiality of student records and can describe and analyze literacy strategies to communicate student progress to all stakeholders. MOSPE 8.3, PDS5Ed
- E. Engages in collaborative classroom/department/school literacy data analysis processes. MOSPE 9.3, PCS4Ec
- F. Reflects on literacy teaching practices to refine their own instructional process in order to promote the growth and learning of students. MOSPE 4.1, PCS4Eb
- G. Plans and delivers lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with special literacy needs. MOSPE 3.2, PDS2Ea
- H. Knows research-based models of instructional strategies in content literacy that support students' reading comprehension, writing, and critical thinking skills in their content area and meet the needs of students with special literacy needs. MOSPE 4.2, PBS2Ec
- I. Uses knowledge of diverse cultural perspectives of students and English Language Learners (ELLs) to create and implement literacy strategies which accommodate these students' learning needs. MOSPE 4.1, PAS1Eb

- J. Knows the components and organization of an effective literacy curriculum; Creates aligned learning experiences using both Common Core Standards for Literacy and national and state content standards to promote effective learning outcomes for students with special literacy needs. MOSPE 3.1, PBS2Eb

Student Learning Outcomes (Minimum of 3):

4. The teacher candidate uses formal and informal literacy assessments.	Locating and gathering research-based assessments (both formal and informal) to use in gathering baseline data on students who are struggling in each of the five critical literacy areas.
5. The teacher candidate effectively plans and implements appropriate literacy strategies for all students in their content area, especially those whose progress identifies them for an RTI-tiered instructional format.	Data analysis and interpretation Lesson plans Reflecting on practice
6. The teacher candidate knows and can articulate the components and organization of effective literacy curriculum especially for their content area.	Written report

Class Concerns

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Simin Cwick, Chair of Middle and Secondary Education

Accessibility

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

Civility

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Academic honesty

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception

would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism

In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating

Cheating includes using or relying on the work of someone else in an inappropriate manner.

It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

Grading scale and policies:

- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D
- Below 60% F

Students must have a C or better in this course. Students must have a 3.0 GPA in professional education courses for certification.

Text:

Class content—outline or schedule

Week	Topic	Readings	Field Work	Assignments
1	Components and organization of an effective literacy curriculum; Creates aligned learning experiences using both Common Core Standards for Literacy and national and state content standards to promote	Hall and Comperatore (Teaching Literacy to Youth Who Struggle with Academic Literacies); Common Core Standards for Literacy (http://www.corestandards.org/ELA-Literacy/); National Standards for all content areas (various websites)	Observations of school-wide literacy programs	Written report

	effective learning outcomes for students with special literacy needs.			
2	Development and use of formal and informal literacy assessments.	Brozo (Assessment for Literacy Growth and Content Learning in Secondary Schools); Benton (Literacy Assessment Guides); Websites	Observations of use of formal and informal literacy assessments in classroom	Analysis of assessments for use in TC's classroom.
3	Development and use of formal and informal literacy assessments.	Benton (Literacy Assessment Guides); Websites	Observations of use of formal and informal literacy assessments in classroom	Analysis of assessments for use in TC's classroom.
4	Literacy assessment strategies and tools, including how to collect information on students' literacy levels by observing classroom interactions and using higher order questioning. Analysis of the data to determine the effect of literacy instruction on individual and whole class learning.		Observing literacy assessments in classroom	Analysis of data from assessments; Making decisions on appropriate instruction to follow on
5	Literacy assessment strategies and tools, including how to collect information on students' literacy levels by observing classroom interactions and using higher order questioning. Analysis of the data to determine the effect of literacy instruction on individual and whole class learning.		Administering assessments in 5 critical literacy areas	Analysis of data from assessments; Making decisions on appropriate instruction to follow on
6	Assessing, analyzing, and appropriately using literacy assessment data to	Reed, Johnson, Fitzell (What is RTI?); Marsh et. al. (Coaching and Growing Literacy Communities of Practice)	Plan co-teaching activities	Developing lessons based on data assessments

	design and carry out instruction for RTI-tiered learning.			
7	Accessing, analyzing, and appropriately using literacy assessment data to design and carry out instruction for RTI-tiered learning.		Plan co-teaching activities	Developing lessons based on data assessments
8	Planning and delivering lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with reading deficits.	Reed et. al. (Implementing Effective Tier 1 Instruction); Johnson et. al. (Tier 1 Instruction); Roy-Campbell et al. (Differentiating Literacy Instruction for Adolescents)	Teaching/co-teaching RTI-leveled instruction – Level 1	Written analysis of lessons, lessons learned, and instructional decision-making
9	Planning and delivering lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with reading deficits.	Reed et. al. (Establishing Interventions in Reading; Guidelines for Tier 2 and 3); Johnson et. al. (Tier 2 and 3 Intervention); (Fitzell (Vocabulary Intervention Strategies);	Teaching/co-teaching RTI-leveled instruction – Level 2	Written analysis of lessons, lessons learned, and instructional decision-making
10	Planning and delivering lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with reading deficits.	Fitzell (Reading Comprehension Intervention Strategies; Writing Intervention Strategies)	Teaching/co-teaching RTI-leveled instruction – Level 2	Written analysis of lessons, lessons learned, and instructional decision-making
11	Planning and delivering lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with reading deficits.	Fitzell (Mind-mapping, Graphic Roadmaps, and Visual Organizers)	Teaching/co-teaching RTI-leveled instruction – Level 3	Written analysis of lessons, lessons learned, and instructional decision-making

12	Diverse cultural perspectives of students and English Language Learners (ELLs) by creating and implementing literacy strategies which accommodate these students' learning.	Rubinstein-Avila and Leckie (Meaningful Discipline-Specific Language Instruction for Middle School Students for Whom English is an Additional Language); Benton (Cognitively-demanding/Cognitively undemanding text structures)	Implementing a variety of levels of cognitively difficult text structure	Reflecting on practice
13	Diverse cultural perspectives of students and English Language Learners (ELLs) by creating and implementing literacy strategies which accommodate these students' learning.	Klingner and Vaughn (Strategies for Struggling Second-Language Readers); Benton (Context reduced/Context embedded)	Implementing a variety of levels of contexts to text structure	Reflecting on practice
14	Ethical and legal implications of confidentiality of student records and can describe and analyze literacy strategies to communicate student progress to all stakeholders.	FERPA		
15	Reflections on literacy teaching practices to refine own instructional process in order to promote the growth and learning of students.			Throughout course
16	Final Exam date/time			

Potential Readings and Resources

Fenty, N., McDuffie-Landrum, K., Fisher, G. (2012). Using collaboration, co-teaching, and question answer relationships to enhance content area literacy. *Teaching Exceptional Children*, 44:6, 28-37.

Gallagher, K. (2004). *Deeper reading*. Portland, ME: Stenhouse.

Gingras Fitzell, S. (2011). *RTI strategies for secondary teachers*. Thousand Oaks, CA: Sage.

Jetton, T., Dole, J. (2004). *Adolescent literacy research and practice*. New York: Guilford Press.

Jetton, T., Shanahan, C. (2012). *Adolescent literacy in the academic disciplines: General principles and practical strategies*. New York: Guilford Press.

Johnson, E., Smith, L., Harris, M. (2009). *How RTI works in secondary schools*. Thousand Oaks, CA: Sage.

Kennedy, M. & Wexler, J. (2013). Helping students succeed within secondary-level STEM content: Using the “T” in STEM to improve literacy skills. *Teaching Exceptional Children*, 45:4, 26-33.

Moore, D. & Hinchman, K. (2006). *Teaching adolescents who struggle with reading: Practical strategies*. New York: Pearson.

McEwan, E. (2007). *40 ways to support struggling readers in content classrooms, grades 6-12*. Thousand Oaks, CA: Corwin Press.

Reed, D., Wexler, J., Vaughn, S. (2012). *RTI for reading at the secondary level: Recommended literacy practices and remaining questions*. New York: The Guildford Press.

Roberts, K., Takahashi, K., Park, H., Stodden, R. (2012). Supporting struggling readers in secondary school science classes. *Teaching Exceptional Children*, 44:6, 40-46.

Tovani, C. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.

Wilson, J., Faggella-Luby, M., Wei, Y. (2013). Planning for adolescent tier 3 reading instruction. *Teaching Exceptional Children*, 46:1, 26-34.

<http://www.adlit.org>