I. TITLE: Assessment and Strategies for Struggling Readers

II. COURSE DESCRIPTION AND PREREQUISITES: A practicum providing classroom experiences in applying current assessments, methods, and materials in teaching reading to individuals and/or groups who are struggling with reading. This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. Instructional strategies focus on building vocabulary skills, phonics, phonemic awareness, fluency, using teacher modeling, and building comprehension monitoring skills. Prerequisites: REA 306 and admission to Teacher Education.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. The objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of highly Effective Teaching and Learning (CHETL), Assessment Literacy, and International Reading Association (IRA) guidelines. Following each objective are numbers that refer to the Kentucky’s Teacher Standards (KTS), the International Reading Association's Standards for Literacy Professionals (IRA, 2010), the National Council of Teachers of English/IRA Standards for the English Language Arts (NCTE), and the CHETL standards addressed by that objective. Upon successful completion of this course, students will be able to

A. design, plan, and implement instruction using a variety of materials, including technology, that address KCAS, CHETL, Assessment Literacy, and IRA guidelines (KTS 1, 2, 3, 6/IRA 2, 3,4,5/ NCTE 8/ CHETL 3,4) ;
B. discuss the nature of the reading and writing processes (KTS 1/ IRA 1/ NCTE 3/ CHETL 5) ;
C. learn engaging strategies for teaching vocabulary, phonics, and phonemic awareness, comprehension and fluency to struggling readers through indirect and direct instruction (KTS 1/ IRA 1/ NCTE 3/ CHETL 5) ;
D. design and plan reading interventions that address existing literacy problems and provide differentiated, systematic, direct instruction in essential reading skills (KTS 1, 2, 3/ IRA 2, 3, 4, 5/ NCTE 1, 2, 3/ CHETL 1,3,4) ;
E. apply the linguistic/cognitive theories associated with reading and concept development (i.e. schema, metacognition, literacy development, story and text structure) (KTS 1, 2, 3/ IRA 1,2,4/ NCTE 3/ CHETL 3,4,5) ;
F. demonstrate competence in the use of various approaches to the teaching of reading (KTS 1, 2, 3/ IRA 2, 3, 4, 5/ NCTE 1, 2, 3/ CHETL 1,3,4) ;
G. demonstrate competence in assessing students’ reading via traditional as well as alternative assessment methods (KTS 5/IRA 3/CHETL 2);
H. demonstrate ability in designing, scoring, and interpreting performance-based assessment tasks (KTS 5/IRA 3/CHETL 2);
I. collaborate with classroom teachers and/or peers to provide the optimal literacy environment for students (KTS 8/IRA 5/CHETL 1);
J. accommodate diversity within the classroom setting in providing literacy experiences for children (KTS 2, 3/IRA 4/NCTE 9, 10, 11/CHETL 1,3,4);
K. engage in professional development experiences designed to promote and extend literacy (KTS 7, 9/IRA 6/CHETL 5); and
L. reflect upon teaching and upon growth and development as a reflective decision-maker (KTS 7/IRA 6/CHETL 5).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on TEACHING experiences and by students creating a Professional Growth Plan. The COE emphasis on constructivism is addressed when discussing literacy development through active involvement in authentic learning experiences. The COE student dispositions are formally assessed during evaluation of students’ Professional Growth Plans and TEACHING experiences.

The theme of Literacy/Reading is stressed throughout every course activity as students learn how to facilitate elementary children’s literacy development (reading, writing, speaking, listening, viewing, visually representing). The theme of Assessment is explored through identifying, intervening, using, and creating multiple methods of assessing and addressing children’s literacy efforts. The themes of Diversity and Closing the Achievement Gap are addressed through lesson planning and the Case Study Project which include support for all learners and accommodations for struggling readers and learners with special needs.

IV. CONTENT OUTLINE:
A. Review Language and Literacy Development
B. Intervention Strategies for Struggling Readers
C. Instructional Reading/Writing Strategies to address areas of Literacy Weaknesses
D. Data-based Literacy Instruction
E. Components of Reading (including, but not limited to phonemic awareness/phonics, comprehension, vocabulary, and fluency)
F. Lesson Design and Planning including co-teaching
G. Formative and Summative Assessment of Literacy
H. Literacy Instruction for English Language Learners and other Learners with Special Needs

V. INSTRUCTIONAL ACTIVITIES:
This course stresses active participation and reflection. Video clips of instructional intervention and assessment activities will also be used. Students design a variety of lessons and informal assessments, apply them in a classroom setting, and then reflect on their use. Students select, administer, analyze and use results from informal and formal assessments of literacy acquisition (e.g., phonemic awareness skills, literacy development, word analysis and word identifications skills, fluency, comprehension, writing conventions, written communications, and visual images) to address struggling readers’ needs.
VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will complete 20 hours of field/clinical experiences. Students will provide instruction in reading to groups of students who are struggling with reading at a local elementary school. Students will help struggling readers become more engaged with text, more independent as readers, and more proficient at finding ways to monitor their reading. Students are expected to prepare a TPA or Modified TPA lesson plan for each field experience session. In addition students will practice co-teaching procedures and will complete co-teaching plans. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade in the course.

VII. TEXT(S) AND RESOURCES:

Course website (Canvas) and accompanying links to the internet.

College LiveText-EDU Solutions Student Membership.
If your Livetext account does not have the FEM component (Field Experience Management), you must purchase it for the course. Here are instructions: 1) Open your Livetext account; 2) Click on ‘My Account’ in the upper right corner; 3) In the ‘Membership Information’ section, it should say active next to ‘Field experience Management’; 4) If it says inactive click ‘Purchase/Register.’ You will be given the option to purchase your access with a credit card ($20, which is good for the life of your Livetext account).

VIII. EVALUATION AND GRADING PROCEDURES:
Grades will be awarded for successful performance in course tasks including but not limited to TPA lesson plans based on assessment data, field evaluations, formative and summative required literacy assessments, and a Case Report. The Professional Growth Plan serves as the designated assignment for this course.

Grading Scale:
93%-100% =A
86%-92% =B
79%-85% =C
72%-78% =D
0%- 71% =E

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity. Violations of Academic Honesty include:
Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Policy Statement
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities
Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

Murray State University - College of Education
Conceptual Framework

The goal of Murray State University’s preparation program is to produce candidates who demonstrate the characteristics of a Murray State graduate, the proficiencies delineated by Kentucky Standards and the by the knowledge required by learned societies; thereby practicing as Reflective Decision-Makers, the theme of our College. The following student Dispositions arise from the theme and are the values, commitments, and professional ethics that MSU engenders in its candidates. The Murray State University undergraduate candidate will become an educator who is:

1. Inclusive Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. Responsible – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. Enthusiastic – Is eager and passionately interested in tasks that relate to beliefs about education.
5. Confident – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. Ethical – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.
The Murray State University **graduate candidate** sustains the undergraduate dispositions, but with a maturing expertise also embraces the disposition of **leadership** defined as ethical change agent who acts to inspire classrooms, schools, districts, and communities.

The **Knowledge Base** including research, theory, philosophy, and practice is the foundation that informs faculty and guides program goals. The success of the program is determined by program outcomes, **Kentucky Teacher Standards, Kentucky Interdisciplinary Early Childhood Education Teacher Standards, Interstate School Leaders Licensure Consortium Standards, National Association of School Psychologists Standards, Kentucky School Guidance Counselor Standards** and national program standards, for all certified programs so that the contributions of learned societies inform College program goals. **Continuous Assessment** connects all elements of the conceptual framework where each program is responsible for utilizing student assessment information as a basis for program improvement. The focus of the conceptual framework is to prepare College graduates to become reflective decision-makers and to achieve Kentucky and National Standards:

Note: A more extensive version of the Conceptual Framework that includes the Knowledge Base is available to students and other interested individuals at:

[http://coekate.murraystate.edu/ncate/st/cf/conceptual_framework.htm](http://coekate.murraystate.edu/ncate/st/cf/conceptual_framework.htm), or may be obtained through any College of Education department.