

**Special Education Program
Department of Diversity in Learning & Teaching
Winter, 2013**

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advocating for all learners.*

<http://www.nl.edu/academics/nce/>

**SPE 509, Clinical Literacy
North Shore Campus, Rm. 475
CRN: 10096
Time: 6:00-8:50 p.m., Monday**

**Instructor: Xiuwen Wu, Ph.D.
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Office Hours: By appointment**

Course Wiki: <http://2013winter-509ns.wikispaces.com/>

Course Description

This course is designed to address the assessment and instruction of literacy skills for students with high-incidence disabilities from a clinical perspective. It includes instruction in the use of both standardized and informal literacy assessment tools, analysis and interpretation of case materials, and methods and materials for the development of strategies to promote reading, spelling, and written expression for students with disabilities in individual and small group settings. All students will be required to complete 15 hours of field work within this course.

Course Goals/Expectations:

The Student will:

1. identify cognitive, linguistic, cultural, and affective factors impacting reading performances
2. identify essential components of a balanced literacy curriculum
3. gain an understanding of reading intervention strategies geared towards different tiers of response to intervention
4. gain an understanding of various reading, spelling, and writing assessment tools
5. diagnose students' reading problems and use the results to inform instruction
6. identify components and principles of effective literacy interventions

7. identify various strategies to promote the development of phonemic awareness, word analysis, reading comprehension, vocabulary and fluency skills for students with disability
8. identify various strategies to promote the development of spelling skills for students with disability
9. identify various strategies to promote the development of written expression skills for students with disability
10. define common terms relating to language structure
11. identify appropriate technology and internet resources to promote literacy development for students with disability

Required Texts / Readings

Vaughn, S. R. & Bos, C. S. (2011). *Strategies for teaching students with learning and behavior problems*. Upper Saddle River, NJ: Pearson Education, Inc. (ISBN: 9780137034673)

Course Requirements:

Participation/Attendance

Attendance and punctuality in all class meetings is expected. If a medical or personal emergency results in an unexpected absence from class, please notify the instructor as soon as possible. Participation in each class is judged by satisfactory preparation before class and active contribution in class. Proof of preparation may be required for certain sessions in forms such as reading notes, summaries, answering of study questions, or submission of questions for discussion. One important form of participation is through in-class enactment of mini-lessons based on learned techniques or strategies.

15-Hour Field Experience

As part of this course, you are required to complete **15 hours** of field work. You will be responsible for selecting the educational context and student(s) for this project. You will also keep a preclinical field experience log.

Course Assignments/Projects:

Attendance/Participation	20 points
Reading Notes/Reflections	10 points
15-Hour Field Experience	40 points
Lesson Plan	30 points

Reading Notes/Reflection (10 pts.)

For each week between week 3 and week 9, you will take turns being responsible for posting a well-organized one-page reading notes/reflections in the designated area of the course wiki. The purpose of the assignment is to develop a repertoire of critical ideas extracted from the course readings. See more details in [Appendix A](#).

15-Hour Field Experience (40 pts.)

The primary purpose of this project is to help you make connections between theory and practice. This field experience project allows you to bridge the gap of theory and practice by observing and interacting with student(s) with high-incidence disabilities so as to understand ways to design and implement reading intervention for these students. Detailed explanations of the assignments can be found in [Appendix B](#).

Lesson Plan (30 pts.)

In this assignment, you will design a lesson plan incorporating Library of Congress' primary source materials to teach history/social studies/ELA. See more details in [Appendix C](#).

Evaluation:

Performance on assignments, quizzes, papers, projects and attendance will determine grading for the course. Each of these variables will contribute to part of the overall course grade. Students will be awarded points for their performance on each activity. Determination of the letter grades will be guided as follows:

A	91-100	Excellent	The student's work demonstrates excellent grasp of all the learning outcomes associated with the course.
B	81-90	Good	The student's work demonstrates mastery of the majority of learning outcomes associated with the course.
C	71-80	Average	The student's work demonstrates mastery of approximately half of the learning outcomes associated with the course.
D	61-70	Poor	The student's work demonstrates mastery of fewer than half of the learning outcomes associated with the course.
F	0-60	Failure	The student's work does not sufficiently demonstrate that he or she has adequately grasped any of the learning outcomes associated with the course.
I		In progress	The student has not completed all or part of the course.

In-Progress: Requests are honored ONLY if your completion of the course is impaired by unforeseeable and significant circumstances, AND you have complied with course requirements up until that event. For example, your sudden hospitalization is an unforeseeable significant circumstance; a new difficulty that comes up at work is not. No *I grade* will be assigned in this course unless the student completes 80% of

the course and submits written proof of medical or family emergency. There will be no exceptions made to this policy.

Class Schedule:

Week/ Date	Topic	Reading (to be completed before the corresponding date)*	Assignment
Week 1 Jan. 7	Introductions Course overview		Sign up for reading note/reflection postings
Week 2 Jan. 14	Planning and Teaching for Understanding The Teaching-Learning Process Approaches to Learning and Teaching	Bos & Vaughn: Chapter 1, 2	
No Class-Martin Luther King, Jr. Day			
Week 3 Jan. 28	Reading Diagnosis and Improvement Response to Intervention Co-teaching and collaborating Setting up Positive Reading Environment for Students with Disabilities	Bos & Vaughn: Chapter 3, 4, 5 Article: What is Reading Diagnosis and Improvement?	1 st Reading note/reflection
Week 4 Feb. 4	Assessing and Teaching Oral language Oral language components Oral language and reading development Strategies of developing oral language	Bos & Vaughn: Chapter 6	2 nd Reading notes/reflection Response to 1 st reading note/reflection Preclinical Field Experience— Update on school placement
Week 5 Feb. 11	Assessing and Teaching Reading: Phonological Awareness, Phonics, and word recognition Emergent Readers Reading: word recognition Decoding	Bos & Vaughn: Chapter 7 Article: Assessing and teaching early literacy	3 rd Reading notes/reflection Response to 2 nd reading note/reflection
Week 6 Feb. 18	Assessing and Teaching Reading: Fluency	Bos & Vaughn: Chapter 8	4 th Reading notes/reflection Response to 3 rd reading note/reflection Preclinical Field

			Experience— Update on initial observation result
Week 7 Feb. 25	Reading comprehension Principles of reading comprehension instructions Key elements of reading comprehension Reading comprehension Teaching of comprehension strategies Teaching of vocabulary	Bos & Vaughn: Chapter 8	5 th Reading notes/reflection Response to 4 th reading note/reflection
Week 8 March 4	Assessing and Teaching Writing and Spelling Written expression elements and processes Aspects of writing Diagnosing writing problems Spelling instruction	Bos & Vaughn: Chapter 9	6 th Reading notes/reflection Response to 5 th reading note/reflection Preclinical Field Experience— Update on assessment
Week 9 March 11	Assessing and Teaching Content Area Learning and Vocabulary Instruction Teaching of higher-order thinking Content reading comprehension general strategies Teaching with primary source materials	Bos & Vaughn: Chapter 10 Article: Web-based History Learning Environments: Helping All Students Learn and Like History Article: Picture Chicago: Visual Images as Historical Texts	7 th Reading notes/reflection Response to 6 th reading note/reflection
Week 10 March 18	Establish reading and writing communities Reading workshop Writing workshop Literature response Book discussions	Book Club Plus: Organizing Your Literacy Curriculum to Bring Students to High Levels of Literacy Middle Schoolers with Reading Disabilities in Book Club?	Response to 7 th reading note/reflection Field Experience Project report due
Week 11 March 25	Wrap up Course Presentations and Review	Class presentations on preclinical field experience and Lesson Plan	Lesson Plan due

Identified Disability

National-Louis University is committed to ensuring that its facilities and programs are accessible to all persons. Students requiring learning assistance or accommodations in accordance with Section 504 of the Rehabilitation Act are to contact the Department of

Diversity, Access & Equity at (847) 947-5275 or via e-mail at DAE@nl.edu or Erin.Haulotte@nl.edu. If you have previously coordinated services with the DAE Office, please provide your Letter of Accommodation to the instructor as soon as possible, but no later than the second class session. All records are maintained in strict confidence

Portfolio

Portfolios are to be developed and maintained in LiveText as students' progress through their educational programs at NLU. Portfolios are evaluated several times throughout the program. There are projects that are possible portfolio artifacts in the course.

Need Livetext Support?

- **Are you interested in how to get started?**
Beginning Steps Page <http://www.nl.edu/portfolios/steps.cfm>
- **Do you have a question you want to email the NLU Livetext Portfolio support Team?** livetext@nl.edu
- **Do you want to talk to someone from the NLU Livetext Portfolio Support Team?**
Call and leave a message at 312-261-3343. Messages checked every Sun-Thurs at 6pm.
- **Livetext also has extensive Support:**
 - 866-548-3839
 - Support@livetext.com
 - Help button on every screen

*This syllabus is subject to modification to correct errors,
and to make additions or deletions to improve the course.*

Appendix A

Reading Notes/Reflections (10 points)

For each week's reading between week 3 and week 9, you will take turns being responsible for posting a well-organized one-page reading notes/reflections in the designated area of the course wiki. The purpose of the assignment is to develop a repertoire of critical ideas extracted from the course readings.

Your notes/reflections should represent one of the following "genres":

- Interpretive analysis (make a point about something)
- Argumentative (argue for or against a prevailing practice)
- Compare and contrast (e.g., point out the similarities and differences among or between two concepts or teaching methods)
- Pros and cons (describe the pros and cons of a specific concept or instructional approach to convince yourself or others of the value or usefulness of the concept)
- Descriptive (describe how you would use or adapt a strategy/teaching method to improve the reading and writing performances of students with disabilities)

The content focus of your notes/reflections can be about the readings required before or after the due date.

Additionally, when you are not responsible for the note/reflection of a particular week, you will still respond to the posted note/reflection. In no less than 50 words, respond to the note/reflection by adding your own thoughts and ideas related to the posted content or any other useful information you'd like to share.

In summary:

- There will be a total of 7 notes/reflections, due on each week from week 3 to week 9.
- You will only be responsible for one note/reflection for this course (no less than one page)
- You will respond to all other 6 notes/reflections written and posted by other members of the class (each response is no less than 50 words)

*Be creative with the ways you present your notes. For example, you can use visual graphic organizers accompanied by written narrative to express your thoughts. Or, you can use other media to convey your thoughts.

Appendix B

Field Experience Project (40 points)

As part of this course, you are required to complete **15 hours** of field work. In this field experience project, you will observe and interact with student(s) with high-incidence disabilities in order to understand ways to design and implement literacy intervention for these students.

The project is closely aligned with the course goals and expectations, particularly #4, 5, 6, and 7. In addition, this field component will allow you to:

- Connect theory with practice
- Observe examples of complex literacy practice enacted in actual classroom environments
- Develop a sense of the constituent parts of literacy teaching, or “disciplined perception” of the complex practice of teaching literacy
- Experiment with techniques and strategies through approximation of practice in the field experience project

The above goals can be met by structured observation, consultation with teachers, and hands-on intervention activities involved in the 15 hours of field project.

Observation (20 points)

Classroom observation is one component of the field experience project. Select your school as early as possible. This should be a public school setting directly serving school-age students with disabilities.

The primary purposes of the observation are summarized in the table below:

	Observation Purposes/ Components	Field Experience Report Should Include & address:	Suggested field hours
1	General school & class information	<ul style="list-style-type: none"> • school name, location, district name, student demographics and other relevant information • Classrooms: number of students, disabilities, ELLs, classroom type • Teachers/staff: years of teaching experience; certification(s) • Literacy curriculum used (I.e., basal readers, supplemental reading materials, reading instruction framework, reading interventions used for different tiers, etc.) • Basic artifacts: e.g., class schedule, photo of the school building, and observed classrooms 	1
2	Focal student information	<ul style="list-style-type: none"> • Disability, grade, age, gender, services received • Existing levels of reading and writing performance • What does the teacher say about the student’s strengths and needs in reading and writing • Manifestations of the student’s reading and writing difficulties • Reading and writing assessments used by teacher 	2

		<ul style="list-style-type: none"> • Projected goals of reading performance for the student • Perceived challenges in terms of meeting the above goals 	
3	Observation across settings	<ul style="list-style-type: none"> • Observe your focus student in at least three different settings such as language arts/reading class, library, computer lab, P.E., music, playground, home, etc. • Describe the student's behavior and motivation like in each of the situations. • What unique reading opportunities and demands exist across the three contexts? • How does the teacher/staff manage the tasks and classroom behavior in each of the situations? • What types of texts are available and utilized in each of the above situations? For what literacy instruction purposes? 	3
4	Observation of reading lesson	<ul style="list-style-type: none"> • A major component of the observation • What are major components in the reading instruction as implemented by the teacher? How can you tell? • In what ways are the reading lessons taught in this classroom aligned with scientifically based reading research? • How are reading interventions provided for students at different reading levels? • How are the five essential components of effective reading instruction taught in the classroom (or not): phonemic awareness, phonics, fluency, vocabulary, and reading comprehension? • What kinds of print materials are available to students? How are they used in reading lessons and for what purposes? • What kinds of visual materials are available to students? How are they used to promote literacy? • Summarize what you have learned about the reading curriculum and instructional environment available to the student(s) in this context. 	3

Assessment & Intervention Plan (20 points)

The second component of the field experience project is assessment and intervention. You will administer two assessments to the individual student: one curriculum-based or diagnostic measurement of reading performance, the other a survey of the student's attitude toward reading.

1. Use **one** of the following assessment tools with the focal student to learn about his or her attitude toward reading and the classroom literacy environment:
 - The Reading Survey (by N. Atwell)
 - The Reading Interview (by C. Burke)
 - The Content Reading Interview (by Vacca & Vacca)
 - The Denver Reading Attitude Survey (by W. A. Davis & Lynn K. Rhodes)
 - The Elementary Reading Attitude Survey (by McKenna & Kear)
 - An Inventory of Classroom Reading Use (by CAWLS)

Suggested field hours: 2

2. Administer another assessment for progress-monitoring or diagnostic purposes to better understand the student's current performances and needs in reading. For example:
 - CBM in reading (e.g. DIBELS, AIMSweb, etc.)
 - Informal Reading Inventories
 - Running records
 - Brigance Inventory of Basic Skills
 - Comprehensive test of phonological processing (CTOPP)
 - Any of the progress-monitoring tools available in the school of your observation

Suggested field hours: 2

Write a two to three-page summary of the results of the assessments, including:

- Give rationales for your assessment choices and any modifications
- Process of conducting the assessment
- Student behavior during assessment
- Modifications made to the assessment
- What do the results tell you about the reading attitude of the student or classroom reading environment?
- What do the results tell you about the student's current reading performance and needs?
- What connections can you make between the results and previous observations?
- Propose an intervention plan for the student under investigation, particularly:
 - What particular areas should be the focuses of the intervention based on your understanding of the student's strengths and weaknesses in reading?
 - What skills should be focused on?
 - What strategies or methods from the textbook can be incorporated in the intervention plan and how it can be implemented?

Appendix C

Lesson Plan (30 points)

In this assignment, you will design a lesson plan incorporating Library of Congress visual primary source materials to teach history/social studies/ELA.

Rationale for this assignment:

The Common Core State Standards (CCSS) places greater emphasis on:

- Integrated model of literacy
- Shared responsibility for students' literacy development
- Research and media skills blended into the Standards as whole
- College and career ready in reading, writing, speaking, listening, and language
- Integration of information from all oral, visual, and other media sources

Examples of CCSS standards related to this assignment (for more details, go to:
<http://www.corestandards.org/the-standards>):

College and Career Readiness Anchor Standards for Reading **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Speaking and Listening Standards 6-12:

Comprehension and Collaboration

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study (Grade 6)

2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study (Grade 7)

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation (Grade 8)

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source (Grades 9-10).

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data (Grades 11-12).

Presentation of Knowledge and Ideas

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information (Grade 6).

5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points (Grade 7).

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (Grade 8).
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest (Grades 9-10).

Reading Standards for Literacy in History/Social Studies 6-12:

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts (Grades 6-8).
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text (Grades 9-10).
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem (Grades 11-12)
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Purposes of the assignment:

- The central purpose of this assignment is to explore the role of alternative media (media besides print texts) in promoting students' literacy development.
- You will collaboratively develop a lesson geared towards a class or individual student. Although your lesson goals will vary from group to group, the general purpose of the lessons is to improve the student(s)' learning in literacy, whether it be skills or strategies for reading and writing.
- The lesson plans will be aligned with the Common Core and reflect its emphasis on content understanding.
- You will have an opportunity to identify meaningful ways to use visuals to supplement print texts to foster literacy for diverse learners.

Specific requirements/considerations:

- Think about the specific profiles of the students you observed in the field experience.
- Develop the lesson with these students' needs and strengths in mind. If you can fit the lesson into the ongoing curriculum of the student(s), it'd be easier for you to implement the lesson. If you cannot teach this lesson now, you can consider using a similar lesson for your student teaching.
- In the lesson, you must incorporate the following elements:
 - Visual and other types of primary sources from The Library of Congress digital archive (<http://www.loc.gov>)
 - Any necessary visual secondary sources that pertain to the lesson content.
 - Any necessary technology to promote learning in the lesson
 - Provide references for all materials and resources used in the lesson
- How is your lesson plan aligned with the guidelines of Universal Design for Learning (UDL) as laid out under multiple means of representation, multiple means of action and engagement, and multiple means of engagement in <http://www.udlcenter.org/aboutudl/udlguidelines?>