COURSE TITLE: Diagnostic and Instructional Interventions in Reading
COURSE NUMBER: RED 4519

COURSE DESCRIPTION (with prerequisites):
Formal & informal methods (standardized norm-referenced, criterion-referenced, performance assessment) & materials used to identify reading strengths and needs of students. Case studies will be completed to demonstrate ability to diagnose & correct reading difficulties. Topics include assessments that address all elements of reading (comprehension, word recognition, phonemic awareness, phonics, fluency, vocabulary & concept development, etc.). Major emphasis on reading problems diagnosis, assessments administration, evaluation of results, & planning instruction/interventions to correct or remediate. 10 hours of participation and teaching required. Prerequisites: RED 3009, RED 3311 or RED 3360 3 semester hours.

NAME(S) OF INSTRUCTORS:
Casey Dowgul  Jennifer Kincaid
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EFFECTIVE ACADEMIC YEAR:
2017-2018

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:


Appropriate dress for field experience: black slacks and School of Education polo (Polos are available in the campus bookstore.)

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.
ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran’s status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.
LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:
The Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:
Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.

E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge.

E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR RED 4519</th>
<th>State-Adopted Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills:</th>
<th>Endorsements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td></td>
<td></td>
<td>Elementary Education K-6</td>
<td>Reading Competency #4 Foundations/ Applications of Differentiated Instruction</td>
</tr>
<tr>
<td>Assess and identify current functioning level and monitor student progress in reading components in order to link assessment and instruction.</td>
<td>E-4 FEAP 4.3</td>
<td>4.3</td>
<td>1.2, 1.3</td>
<td>4.6, 4.13</td>
</tr>
<tr>
<td>Accommodate greater diversity during planning and delivering of reading instruction through flexible grouping, cooperative learning, and peer-tutoring approaches.</td>
<td>E-2 FEAP 2.8</td>
<td>4.7</td>
<td>8.1</td>
<td>4.9</td>
</tr>
<tr>
<td>Apply knowledge of the cultural characteristics of Florida’s LEP population to enhance instruction, apply current and effective ESOL teaching assessments, methodologies, plan and deliver instruction.</td>
<td>E-2 FEAP 3.8</td>
<td>14.2, 14.3</td>
<td>4.2, 4.3, 4.10</td>
<td>Domai n 1 – Standard 1 Domai n 3 – Standard 3</td>
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Apply knowledge of the cultural characteristics of Florida’s LEP population to enhance instruction, apply current and effective ESOL teaching assessments, methodologies, plan and deliver instruction.
### MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
6. Collaborate with peers and other professionals.

### ASSIGNMENT AND/OR COURSE OUTLINE

**Task CC1E – Differentiating a Unit** – First create a 5-day unit plan for any content area, you will differentiate the plan by writing a “below level” and “above level” lesson plan to accommodate each individual student, based on their learning needs. At least one identified ESOL student must be included in the group of children you work with. This unit will include lesson plans for “below level”, “on level”, and “above level” students. Lesson plan differentiation should have ESOL strategies to enhance comprehension for Limited English Proficient (LEP) students in your class and include differentiation of instructional activities.
for phonics, fluency, vocabulary, and comprehension. Lesson plans must document the State Standards and be in the Chipola Lesson Plan format.

**Task CC1F – Intervention Plan** – Before any child can be tested for special education, he or she must go through a 12-week long (minimum) period of intervention to determine whether his/her academic needs are being met in the regular classroom. You are to construct an intervention plan and include differentiated instructional interventions for phonemic awareness, phonics, fluency, vocabulary, and comprehension. Activities must be scientifically reading-research based (SRRB).

Your time line should include the following:

**Parent Meeting One:** discuss documentation you would need to bring to this meeting to convince the Child Study Team (CST) this child needs to be tested for special ed. Services;

**Intervention Period One** (lasts six weeks) – identify and describe two interventions you would use to help this child during the first period of testing; discuss what you will do should the child start performing better and discuss what you will do should the child continue to lack in performance;

**Parent Meeting Two:** Discuss the documentation you would need to bring to this meeting. Discuss what your response would be if the parents felt the child no longer needed testing but you felt there was a need for it – what would you say to the parent to try and convince them otherwise?

**Intervention Period Two** (lasts six weeks after parent meeting two) - identify and describe two interventions you would use to help this child during the second period of testing; discuss what you will do should the child start performing better and discuss what you will do should the child continue to lack in performance;

**Parent Meeting Three:** Discuss the documentation you would need to bring to this meeting. At this meeting, the Child Study Team (CST) determines whether the student should be tested for special education services or not. What if the CST decides the child should not be tested. Discuss what you might have done differently to have had enough documentation to convince them for testing.

**Testing moves forward.** Discuss what you as a regular education classroom teacher will do to differentiate instruction for this struggling student if he/she does not qualify for special education services. How you will meet this child’s needs every day while teaching the regular education curriculum? Additionally, discuss what you will do should the child qualify for special education services. Chances are this child will be in your room for math, science, or social studies. Identify at least three accommodations you would make for this child in math, and three accommodations you would make for this child in either science or social studies.
**Task CC1G: ESOL Field-Based Experience** – This course requires observation, participation, and teaching in public schools. **Students MUST wear black slacks and a School of Education polo to all PK-12 campuses.** The shirts are available at the campus bookstore for student purchase. For this course, you will work in the reading resource classroom and teach a lesson to the group of children who are considered “iii”, meaning they require participation in the Intensive Intervention Group. **An ESOL student must be present in this group,** and you will work intensively with this student as well as the other students in the group. You must complete a minimum of three different types of reading assessments (Informal Reading Inventories, fluency checks, running records, etc.) to determine the academic level where each child in the group is performing and plan instruction accordingly. Your daily summaries and reflections should reflect methods used to assess and monitor student progress on a weekly basis and modify instruction accordingly. Lesson plans should be included for each lesson you teach and reflect where you have used individual student reading data to differentiate instruction and a statement of results for each child. The lesson plans should also include specific ESOL strategies used to differentiate instruction for the ESOL student. A final assessment should be given to each child. You will write a narrative discussing the impact of your instruction and discuss whether ESOL strategies used positively impacted reading growth of the ESOL student. **The lesson will be evaluated by the cooperating teacher or college faculty using the Chipola Practicum Teaching observation form.** Your lesson plan should follow the Chipola Standard Lesson Plan Format and be submitted to the instructor AND the cooperating teacher NO LESS THAN 24 hours PRIOR to the lesson. After you teach the lesson, you should complete the Observation Reflection Narrative within one calendar week of the lesson and submit to your college instructor either in person or via email. Reflection Narratives not received within one calendar week from the day of the lesson will not be accepted.

See your Instructor First Day Handout for individual instructor assignment schedule.