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FOUNDATIONS OF SCIENCE OF READING FOR CHILDREN WITH DISABILITIES
SPC_ED 8335

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INSTRUCTOR OF RECORD
>   Dr. Matthew Burns
>   311-J Townsend Hall
>   E-mail: burnsmk@missouri.edu

OFFICE HOURS
>   By appointment
>   In-person and Zoom options available

CLASS DAY/TIME/LOCATION
>   Online

REQUIRED TEXT

Hougen, M. C., & Smartt, S. S., (2020). *Fundamentals of Literacy Instruction & Assessment Pre-k-6* (2nd ed.). Paul Brookes Publishing.

CLASS NOTES—AVAILABLE EACH WEEK PRIOR TO CLASS ON THE COURSE CANVAS SITE:
https://canvas.missouri.edu/

COURSE DESCRIPTION

The purpose of this course is to provide teachers with knowledge regarding current research and issues specific to educating students with disabilities in the area of reading. Topics will include historical and contemporary perspectives on reading instruction and assessment, and implementation of evidence-based practice to improve phonological awareness, decoding, word recognition, fluency, vocabulary, and comprehension. Spelling and written language will also be addressed as they pertain to reading instruction.

At the conclusion of this course, students will be able to:

1. Describe historical and contemporary perspectives on the science of reading instruction for students with special needs, especially reading disabilities and dyslexia. (MTS 1, 2, 3).
2. Describe research-based knowledge surrounding instructional methodologies for students with specific deficits relating to reading (MTS 1, 2, 3, 4, 7).
3. Identify characteristics of children at-risk for or with deficits in reading (MTS 2).
4. Identify and administer appropriate assessment procedures to make instructional programming decisions for students with deficits in reading (MTS 7).
5. Identify and implement instructional strategies to improve the phonological awareness, decoding, word recognition, vocabulary, and writing skills of students who are at-risk for or have reading disabilities (MTS 1, 2, 3, 4, 7).
6. Modify literacy instruction for children for whom English is not their native language.

7. Apply technology to the literacy instruction of students with disabilities.

COURSE REQUIREMENTS

MODULE ACTIVITIES (150 pts)
Each module will have an ending activity to complete and will be worth 10 points each. Most activities are applications of the content. The activities are completed and submitted through Canvas.

SOUNDS OF ENGLISH ASSIGNMENT (44 pts)
You will be provided a PowerPoint with each slide representing one of the sounds of English. Each slide will have the letter or letters that commonly indicate the sounds, the matching international phonetic symbol for the sound, and at least one word incorporating the sound. You will need to **record video** of you saying the sound, saying the word, and repeating the target sound for each slide. It is important that your video shows your face and the audio is clear so your productions can be graded accurately. You will upload your video to Canvas.

Evaluation is in accordance to the number of sounds you say correctly. All students will need to demonstrate mastery on this assignment. Those missing sounds on the initial evaluation will need to meet with me to practice and demonstrate mastery on missed sounds on an individual basis. You may earn half credit back upon demonstrating mastery individually after initial evaluation; those who choose not to meet with me individually and demonstrate mastery will have an additional 2 points removed for each missed sound.

CRITIQUE AN ARTICLE (20 pts)
Each student will select an article from the past 10 years from an approved journal (please see list at the of the syllabus) regarding literacy assessment or instruction for students with disabilities or at-risk for developing disabilities. The article must describe original research, but there is no limit to the type of research conducted. Write a brief critique of the research methods using the approach outlined in Module 2. Please be critical! It is better to take a chance and be not quite correct than to be overly positive – do not be afraid to take chances.

STUDENT LITERACY ASSESSMENT PROJECT (50 pts)
1. Demonstrate ability to identify an individual student's literacy needs and create effective IEP goals.
   a. Select a student with whom you can work who has a reading difficulty, preferably a reading disability.
   b. Administer diagnostics: Phonics Survey, Irregular Word Assessment, Phonemic Awareness Inventory, Oral Reading Fluency, etc.
   c. Interpret diagnostic information and write a PLAAFP.
   d. Write an IEP goal/objective for at least two target areas/skills based on the PLAAFP.
   e. Select an appropriate progress monitoring measure for that student.
2. Evaluation
   a. Projects will be scored on the basis of their quality and completeness with respect to the guidelines distributed in class. 25 points will be allocated for diagnostics (steps b-c) and 25 for IEP goal writing (steps d-e).

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CONVERSION TO UNIVERSITY LETTER GRADES*

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Letter Grade	Percentage		
A	93% to 100%	B-	80% to 82%
A-	90% to 92%	C+	77% to 79%
B+	87% to 89%	C	73% to 76%
B	83% to 86%	C-	70% to 72%
		F	69% or less

Grades will be rounded up if the decimal is between .5 and .9 and rounded down if the decimal is between .1 and .4.

If you are taking this course as satisfactory/unsatisfactory, A+/-, B+/-, and C+/- grades are recorded on the transcript as an S. D+/- and F grades are recorded on the transcript as a U.

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GENERAL REQUIREMENTS

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1. **Email Expectations:** The best way to reach the instructor is through email (burnsmk@missouri.edu). Please allow at least 24 hours for a response to your email, with the possibility for longer delay on weekends, holidays, or other times identified by the instructor (e.g. work travel). To facilitate accurate and timely communication, please include each of these components in your email:
   a) a subject line that includes your full name and name of our course (SPC_ED 4020/7020).
   b) be very clear with your question/concern/topic. If your question involves the syllabus or instructions, please paste the relevant passage into your email message along with your question. If your question is grade-related, please explain your question and indicate if you believe this is an individual situation or should apply to the whole class.
   c) use professional language and tone.
   d) reread your email prior to sending.
   Feel free to text Dr. Burns at 651-592-3061, but please be sure to state who is texting.

2. ALL WRITTEN ASSIGNMENTS must be prepared in a PROFESSIONAL manner. Products which, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned ungraded or assigned a lower evaluation. All written work should be written in accordance to American Psychological Association Publication Guidelines (7th ed).

3. DO YOUR OWN WORK. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student will receive a "0" or "NP" on that activity AND may be given a "NP" grade for the course AND may be suspended or expelled from the university. **Professors are required to report any suspected cases of academic dishonesty to the Provost's office.**

TOPICAL OUTLINE AND ASSIGNMENTS

Module	Topic(s)	Readings	Assignments

1	Structure of the course and introduction to course content Scientifically-based reading instruction Reading research Critiquing an article	National Reading Panel Report	Activity 1
2	Reading disabilities and dyslexia Progress monitoring Writing goals Multi-Tiered Systems of Supports	Chapter 1	Activity 2
3	Diagnostic Assessments for Reading	Chapter 3 Decoding Inventory PAI	Activity 3
4	Phonological Awareness	Chapter 7	Activity 4
5	Basic Phonics	Chapter 8	Activity 5 Sounds of English Assignment Due
6	Advanced Word Study	Chapter 9	Activity 6
7	Fluency Assessment	Chapter 11	Activity 7
8	Fluency Instruction	Chapter 11	Activity 8
9	Vocabulary Instruction	Chapter 12	Activity 9 Article Critique Due
10	Comprehension K-3	Chapter 13	Activity 10
11	Comprehension 4-6	Chapter 14	Activity 11
12	Writing Instruction	Chapter 16	Activity 12
13	Technology and Literacy Instruction	Chapter 18	Activity 13
14	Literacy Instruction and Emerging Bilinguals	Chapter 17	Activity 14 Student Literacy Assessment Project Due
15	Putting It All Together MTSS and Dyslexia		Activity 15

Syllabus Statements from The Office of The Provost
Http://Provost.Missouri.Edu/Faculty/Syllabus.Html:

Information regarding Pronoun Choice, COVID-19, Mental Health, Academic Dishonesty, Title IX, ADA, Intellectual Pluralism, Executive Order #38, Academic Inquiry, Course Discussion and Privacy, Faculty allowing recording, Faculty not allowing recording, can be found on the Provost's website and they are linked in Canvas on the Support & Policies tab. Please refer there for further information.

Decreasing the Risk of COVID-19 in Classrooms and Labs

MU cares about the health and safety of its students, faculty, and staff. To provide safe, high-quality education amid COVID-19, we will follow several specific campus policies in accordance with the advice of the Center for Disease Control and Boone County health authorities. This statement will be updated as information changes.

• **If you are experiencing any COVID-related symptoms,** or are otherwise feeling unwell, do not attend in-person classes and contact your health care provider and/or student health immediately. COVID symptoms include: fever greater than 100.4 or chills; cough, shortness of breath or difficulty breathing; fatigue; unexplained muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea.
• We will all wear **face coverings while in the classroom**, unless you have a documented exemption due to a disability or medical condition.
• We will maintain a **6-foot distance from each other at all times** (except in specific lab/studio courses with other specific guidelines for social distancing).
• We will enter the classroom and **fill the room starting at the front, filing all the way across a row**. When class ends, we will exit the row nearest to the door first; the instructor or TA will give the signal for the next row to exit, in the same manner.
• In any small section or lab class that requires them, **additional measures will be listed in the syllabus and be mandatory for class participation**.
• Online office hours will be available for all students.
• This course may be recorded for the sole purpose of sharing the recording with students who can't attend class. The instructor will take care not to disclose personally identifiable information from the student education records during the recorded lesson.

Compliance with these guidelines is required for all; anyone who fails to comply will be subject to the accountability process, as stated in the University's Collected Rules and Regulations, Chapter 200 Student Code of Conduct. By taking the above measures, we are supporting your health and that of the whole Mizzou community. Thank you in advance for joining me and your peers in adhering to these safety measures.

Student Support Statement

Students can encounter challenges that may impact their performance in their academic programs. The College of Education & Human Development (CEHD) community is committed to supporting students who encounter these challenges. Any student who cannot afford groceries

or access sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the MU Care Team or Dr. Jennifer Fellabaum-Toston, Associate Dean for Student Success & Academic Affairs in the College (fellabaumje@missouri.edu). In addition, the MU Tiger Pantry is a resource with a food pantry and personal care items, located in the Hitt Street Parking Structure (enter off of Elm Street), Columbia, MO. The Exchange (201 Townsend) also has nonperishable food and personal care items. For students located outside of Columbia, MO, please do not hesitate to let me know if you need assistance in identifying similar resources near you.

References to Standards, Other Resources or Bibliography

Policies & Procedures - http://registrar.missouri.edu/policies/index.php

- Classroom Management
- Diversity
- Technology
- Communication

References to Show-Me Standards, Curriculum Frameworks, MAP in objectives, assignments, assessment and/or references

Show-Me Standards
http://dese.mo.gov/standards/
GLEs
http://www.dese.mo.gov/divimprove/curriculum/GLE/
Curriculum Frameworks
http://www.dese.mo.gov/divimprove/curriculum/frameworks/supplement.htm
MAP http://www.dese.mo.gov/divimprove/assess/
MSIP
http://dese.mo.gov/divimprove/sia/msip/

Technology Integration
http://etatmo.missouri.edu/toolbox/index.phpTOPICAL OUTLINE AND WEEKLY ASSIGNMENTS[1]

Conceptual Framework
Effective, Responsive Professionals

SPED 4310/7310 is but one course among many designed to help you become an **"effective, responsive, professional"** (a key theme and conceptual framework for the program). Awareness of these concepts is an integral part of your development as a Special Education teacher.

An Effective Educator:

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- Acquires new knowledge that is grounded in inquiry.

- Discovers and uses evidence-based research in practice.

- Is a resourceful and innovative user of technology.

- Demonstrates excellence through life-long learning and leadership.

A Responsive Educator:

- Continues to learn about the theories, concepts, and research-based evidence in his/her specialized field of practice.

- Appropriates and applies new technological tools to enhance effective practice.

- Stays informed about the changing social, economic, legal and political contexts of practice at the local, state, national, and international levels.

- Is attuned to the psychological, social, economic, and cultural diversity of students, families, and communities.

A hallmark of Special Education is individualization, which requires a high degree of understanding and responsiveness to the individual strengths and concerns of **all** of your students.

A Professional Educator:

- Facilitates positive social interactions, collaboration, and engagement.

- Communicates with multiple audiences using a variety of communication tools.

- Reflects on ethical consequences of decisions and actions.

- Engages in continuous self-assessment and development.

- Contributes to the formation of a creative, caring, and productive learning community.

You will become certified and compensated to be responsible for students' lives in a school or other settings. Professionalism means that you make informed decisions and take actions that have the best interest of students in mind. Our standard is research-based practices. It also means that you make an ethical commitment to serve all of the students and families in your school community.

Professional Standards

Skilled professionals must display knowledge, skills and decision-making competencies. Several competencies from the Missouri Teacher Standards (May 2013) as well as from the Council for Exceptional Children (CEC, 2012) are addressed by this course. Each section of the

course addresses competencies thought to be important for all Special Education teachers and those specific to working with students with mild-moderate cross-categorical needs (CAT). Knowledge about these competencies will prepare you for the Missouri Content Assessment (MOCA) Exam.

The following documents, which are available on Canvas, provide a framework of expectations and guidance for safe and effective practice.

I. Missouri Teacher Standards (May, 2013)

Standard #1 Content knowledge aligned with appropriate instruction.
The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.
Quality Indicator 1: Content knowledge and academic language
Quality Indicator 2: Student engagement in subject matter
Quality Indicator 3: Disciplinary research and inquiry methodologies
Quality Indicator 4: Interdisciplinary instruction
Quality Indicator 5: Diverse social and cultural perspectives

Standard #2 Student Learning, Growth and Development.
The teacher understands how students learn, develop and differ in their approaches to learning The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.
Quality Indicator 1: Cognitive, social, emotional and physical development
Quality Indicator 2: Student goals
Quality Indicator 3: Theory of learning
Quality Indicator 4: Differentiated lesson design
Quality Indicator 5: Prior experiences, strengths and needs
Quality Indicator 6: Language, culture, family and knowledge of community values

Standard #3 Curriculum Implementation.
The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.
SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (2) Various forms of assessment are used to monitor and manage student learning; (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.]
Quality Indicator 1: Implementation of curriculum standards
Quality Indicator 2: Lessons for diverse learners

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Standard #7 Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.[SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.
Quality Indicator 1: Effective use of assessments
Quality Indicator 2: Assessment data to improve learning
Quality Indicator 3: Student-led assessment strategies
Quality Indicator 4: Effect of instruction on individual/class learning
Quality Indicator 5: Communication of student progress and maintaining records
Quality Indicator 6: Collaborative data analysis

II. CEC Special Education Professional Ethical Principles (January, 2010)

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

4. Practicing collegially with others who are providing services to individuals with exceptionalities.

5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

6. Using evidence, instructional data, research, and professional knowledge to inform practice.

7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.

10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

11. Engaging in the improvement of the profession through active participation in professional organizations.

12. Participating in the growth and dissemination of professional knowledge and skills.

III. CEC Initial Level Special Educator Preparation Standards (December, 2012)

Standard 1: Learner Development and Individual Learning Differences
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3: Curricular Content Knowledge
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4: Assessment
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Standard 5: Instructional Planning and Strategies
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6: Professional Learning and Ethical Practice
Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7: Collaboration
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

MTS Standards

Quality Indicator 1.2.1: **The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of** a **global society and creates learning experiences that make these aspects of subject matter meaningful for students.**

1.2.1.1 knows the discipline applicable to the certification area(s); 1.2.1.2 presents the subject matter in multiple ways; 1.2.1.3 uses students' prior knowledge;
1.2.1.4 engages students in the methods of inquiry used in the discipline; creates interdisciplinary learning.

Quality Indicator 1.2.2: **The pre-service teacher understands how students learn and**

develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

1.2.2.1 knows and identifies child/adolescent development; 1.2.2.2 strengthens prior knowledge with new ideas; 1.2.2.3 encourages student responsibility; 1.2.2.4 knows theories of learning.

Quality Indicator 1.2.3: **The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

1.2.3.1 identifies prior experience, learning styles, strengths, and needs;
1.2.3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
1.2.3.3 knows when and how to access specialized services to meet students' needs;
1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

Quality Indicator 1.2.4: **The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.**

1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

Quality Indicator 1.2.5: **The pre-service teacher uses** a **variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills.**

1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;
1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

Quality Indicator 1.2.6: **The pre-service teacher uses an understanding of individual and group motivation and behavior to create** a **learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

1.2.6.1 knows motivation theories and behavior management strategies and techniques; 1.2.6.2 manages time, space, transitions, and activities effectively; (lesson) 1.2.6.3 engages students in decision making.

Quality Indicator 1.2.7: **The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

1.2.7.1 models effective verbal/non-verbal communication skills;
1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media; 1.2.7.4 uses a variety of media communication tools.

Quality Indicator 1.2.8: **The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**

1.2.8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments,
authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them
become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
1.2.8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibility, based on appropriate indicators, to student, parents, and other colleagues.

Quality Indicator 1.2.9: **The pre-service teacher is** a **reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.**

1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them; 1.2.9.2 uses resources available for professional development; 1.2.9.3 practices professional ethical standards.

Quality Indicator 1.2.10: **The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.**

1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;
1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;
1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
1.2.10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

Technology Competencies that the State is proposing to embed in MoSTEP under Standard 1.2

Quality Indicator 1.2.11: The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

Performance Indicators: The preservice teacher

1.2.11.1 demonstrates an understanding of instructional technology concepts and operations

1.2.11.2 plans and designs effective learning environments and experiences supported by informational and instructional technology

1.2.11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning

1.2.11.4 uses technological applications to facilitate a variety of effective assessment and evaluation strategies

1.2.11.5 uses technology to enhance personal productivity and professional practice

1.2.11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice

These are taken from the International Society for Technology in Education (ISTE) as the basic competencies for beginning teachers for any discipline. Subject-specific technological competencies are implied in performance indicators 1.2.11.2, 1.2.11.3, and 1.2.11.4.

Approved Journals	
AERA Open	JOURNAL OF EXPERIMENTAL EDUCATION
American Journal on Intellectual and Developmental Disabilities	JOURNAL OF FLUENCY DISORDERS
AMERICAN EDUCATIONAL RESEARCH JOURNAL	JOURNAL OF INTELLECTUAL & DEVELOPMENTAL DISABILITY
ANNALS OF DYSLEXIA	JOURNAL OF INTELLECTUAL DISABILITY RESEARCH
APPLIED MEASUREMENT IN EDUCATION	JOURNAL OF LEARNING DISABILITIES
BEHAVIORAL DISORDERS	JOURNAL OF LITERACY RESEARCH
Canadian Journal of School Psychology	JOURNAL OF POSITIVE BEHAVIOR INTERVENTIONS
CHILD DEVELOPMENT	JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT
COGNITION AND INSTRUCTION	JOURNAL OF RESEARCH IN READING
DYSLEXIA	Journal of Research on Educational Effectiveness
EARLY CHILDHOOD RESEARCH QUARTERLY	JOURNAL OF SCHOOL PSYCHOLOGY
Education and Training in Autism and Developmental Disabilities	JOURNAL OF SPECIAL EDUCATION
Education and Treatment of Children	JOURNAL OF THE LEARNING SCIENCES
Educational and Psychological Measurement	LEARNING AND INDIVIDUAL DIFFERENCES
EDUCATIONAL EVALUATION AND POLICY ANALYSIS	Learning Disability Quarterly
Educational Measurement-Issues and Practice	Learning Disabilities Research & Practice
Educational Psychology	LEARNING AND INSTRUCTION
EDUCATIONAL RESEARCH	PSYCHOLOGY IN THE SCHOOLS
Educational Researcher	Reading & Writing Quarterly
EXCEPTIONAL CHILDREN	READING AND WRITING
Focus on Autism and Other Developmental Disabilities	READING RESEARCH QUARTERLY
GIFTED CHILD QUARTERLY	REMEDIAL AND SPECIAL EDUCATION
INSTRUCTIONAL SCIENCE	Research in Autism Spectrum Disorders
Intellectual and Developmental Disabilities	RESEARCH IN DEVELOPMENTAL DISABILITIES
International Journal of Developmental Disabilities	RESEARCH IN THE TEACHING OF ENGLISH
International Journal of Disability Development and Education	School Mental Health
INTERVENTION IN SCHOOL AND CLINIC	SCHOOL PSYCHOLOGY INTERNATIONAL
JOURNAL OF ADOLESCENT & ADULT LITERACY	SCHOOL PSYCHOLOGY QUARTERLY
Journal of Applied Research in Intellectual Disabilities	SCHOOL PSYCHOLOGY REVIEW
Journal of Behavioral Education	SCIENTIFIC STUDIES OF READING
JOURNAL OF DEVELOPMENTAL AND PHYSICAL DISABILITIES	Teacher Education and Special Education
Journal of Early Childhood Literacy	TEACHING AND TEACHER EDUCATION
JOURNAL OF EARLY INTERVENTION	TESOL QUARTERLY
JOURNAL OF EDUCATIONAL AND PSYCHOLOGICAL CONSULTATION	
JOURNAL OF EDUCATIONAL MEASUREMENT	
JOURNAL OF EDUCATIONAL PSYCHOLOGY	
JOURNAL OF EDUCATIONAL RESEARCH	