UNIVERSITY OF MISSOURI
SPC_ED 4370/7370 – Literacy in Special Education
Spring, 2023

Instructor: Matthew Burns

Office: 311-J Townsend Hall

Class: Wed 4:00 to 6:45 p.m.

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Classroom: 109 Townsend

"The ability to read awoke inside of me some long dormant craving to be mentally alive."

— *Malcolm X, The Autobiography of Malcolm X*

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, through oral and written discussion, historical and contemporary perspectives on reading instruction for students with special needs. (MTS 1, 2, 3).
2. Describe, through oral and written discussion, 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,
6. decoding, word recognition, and vocabulary skills of students who are at-risk for or have reading disabilities (MTS 1, 2, 3, 4, 7).

Required Texts

Honig, B., Diamond, L. & Gutlohn, L. (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement, Updated 3rd Edition.* Novato and Berkeley, CA: Arena Press and Consortium on Reading Excellence (CORE).

The Reading League Curriculum-Evaluation Tool. Available at
https://www.thereadingleague.org/curriculum-evaluation-guidelines/

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

Course Requirements and Responsibilities

 COURSE REQUIREMENTS FOR UNDERGRADUATE AND GRADUATE STUDENTS*

***GRADUATE STUDENT GRADING POLICY FOR GRADE BREAKDOWN FOR EACH
ASSIGNMENT IS LISTED AT THE END OF THE COURSE REQUIREMENTS (GRADUATE
STUDENTS HAVE AN ADDITIONAL ASSIGNMENT AND DIFFERENT PERCENTAGE
BREAKDOWN FOR ASSIGNMENTS).**

WEEKLY QUIZZES (130 pts)
Each weekly quiz counts for 10 points for a total of 130 possible points and your quiz score is
10% of your final grade. Each quiz will be hosted on Canvas and be due by the first 30 minutes
of the class. Late quizzes are not accepted and will be scored as 0. Your lowest quiz score for the
semester will be dropped. The quizzes will typically be 5 multiple choice questions based upon
readings for the upcoming class but may also include questions on information covered in
previous classes. You are more than welcome to use your book, notes, and on-line resources to
help you. Please be aware, however, that *the quizzes are timed*. As such, you will need to have
read the materials *prior* to taking the quiz. The use of note- taking strategies is strongly
encouraged.

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.

ASSESSMENT SCORING ASSIGNMENT (10 pts)

You will be provided an Oral Reading Fluency assessment and a video of a child reading that assessment. You will be required to score the assessment and calculate the number of words read correctly per minute, % of words read correctly (accuracy), determine if the grade level of the passage is at the student's instructional or frustration level, and write an ambitious yet realistic end of the year goal using published benchmarks.

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. (Ideally, this would be a student in your field experience classroom.)
   b) Review existing assessments and present levels of functioning to assist in selecting appropriate assessments.
   c) Administer diagnostics: Phonics Survey, Irregular Word Assessment, and Oral Reading Fluency.
   d) Interpret diagnostic information and create an IEP goal/objective for at least two target areas/skills.
   e) Select an appropriate progress monitoring measure for that student and the IEP goals you develop.

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).

READING LESSON PLAN (50 pts)

One reading lesson will be created for and administered to a student who has reading difficulties. Lesson plan guidelines will be provided in class. The lesson plan will be graded on a mastery basis (meaning it may be corrected and turned in for re-grading one time). The student may be, but does not have to be, the same student used for the literacy assessment project.

This lesson plan should be created for this course – you should not recycle a lesson you've written for another course or pulled from another source. (We want you to have as much practice writing lesson plans as possible prior to your student teaching experience. Don't short-change yourself by trying to take a shortcut, and don't commit plagiarism by attempting to pass off someone else's work as your own.)

The **Reading Lesson Plan** will also serve as your **Junior Year Key Assessment** submission. As such, you will upload the completed project to **both** the course Canvas site **and** the Key Assessments Canvas site. More information will be provided in class.

COMPLETED EVALUATION TOOL (20 pts).

Each student will use the Reading League's Curriculum-Evaluation Tool (CET) to evaluate a published literacy curriculum. All students will download the guidelines and will fill out the tool for a curriculum that we will provide. Students can evaluate a different curriculum if desired, but the curriculum to be evaluated MUST be approved by Dr. Burns. After completing the evaluation, each student will turn in a completed CET form and a brief reflection that addresses, (a) what you learned about the curriculum by completing the form, (b) what you learned about reading by completing the form, and (c) the ease or difficulty in completing the form.

RESEARCH ARTICLE ANNOTATED BIBLIOGRAPHY (50 points) *(Graduate only)*

You will select, read, and submit an annotated bibliography of 5 research articles. One article will examine an intervention targeting phonemic awareness, one will examine phonics instruction, one will focus upon building vocabulary, one will focus upon either irregular word or multisyllabic word instruction, and one will focus upon comprehension. Each article should include a summary, assessment, and reflection (see for details: https://owl.english.purdue.edu/owl/resource/614/01/). Refer to the following site and attend to the sample APA Annotation: https://owl.english.purdue.edu/owl/resource/614/03/

- Many research articles will use interventions that target more than one of the primary domains (e.g., an intervention may target both vocabulary building and multisyllabic word reading strategies) but focus your summary, assessment, and reflection upon the target components matching the purpose you have selected the article for (e.g., focus your assessment and reflection upon the vocabulary building components of the intervention and how the multisyllabic strategy components may support vocabulary building).
- The articles selected should be published in a peer-reviewed journal for English reading instruction.

COURSE GRADING CRITERIA

Letter Grade	Percentage of Total Points		
A	**93% to 100%**	**C+**	**77% to 79%**
A-	**90% to 92%**	**C**	**73% to 76%**
B+	**87% to 89%**	**C-**	**70% to 72%**
B	**83% to 86%**	**D+**	**67% to 69%**
B-	**80% to 82%**	**D**	**63% to 66%**
		D-	**60% to 62%**

Grades will be rounded up if the decimal is between .5 and .9 and rounded down if the decimal is between .1 and .4.
* Note: +/- for 4370 (undergraduate) only. Below 70% = F for 7370 (graduate)

Class Schedule

SPED 4370/7370 TOPICAL OUTLINE AND WEEKLY ASSIGNMENTS[1]

Week Date	Topic(s)	Required Readings (complete PRIOR to class)	Activity/Assignment Due
1	Structure of the course and introduction to course content Multi-Tiered Systems of Supports and the framework for the class.	MTSS (pp. 743-754) TRL CET	In class activity
2	Scientifically-based reading research and structures of language	Chapters 1 and 2	Quiz 1 (in class)
Word Recognition: Phonological and Phonemic Awareness			
3	Early Literacy Print Awareness Letter Knowledge	Ch. 3 Ch. 4	Quiz 2 (in class)
4	Early Literacy Phonological Awareness	Ch. 5	Quiz 3 (in class) Sounds of English Assignment Due
Word Recognition: Phonics			
5	Decoding and Word Recognition Phonics – Part 1	Ch. 6	Quiz 4 (in class)
6	Decoding and Word Recognition Phonics – Part 2 Irregular Words and Multisyllabic Words	Ch. 7 Ch. 8	Quiz 5 (in class)
Word Recognition: Fluency			
7	Reading Fluency Fluency Assessment Fluency Instruction	Ch. 9 Ch. 10	Quiz 6 (in class) Assessment Scoring Assignment due (in class activity)
8	Fluency Instruction – Part 2	Ch. 10	Quiz 7 (in class)
Language Comprehension: Background Knowledge and Vocabulary			

9	Vocabulary Specific Word Instruction	Ch. 11	Quiz 8 (in class)
10	Vocabulary and Word Consciousness	.Ch. 13	Quiz 9 (in class)
Language Comprehension: Language Structure and Inferencing			
11	Morphology and Word Learning	Ch. 12	Quiz 10 (in class) Reading Lesson Plan Due
12	Comprehension Strategies and Inferencing	Sect. VI Intro (pp. 609-631) Ch. 14	Quiz 11 (in class) Student Literacy Assessment Project Due
Assessment			
13	Diagnostic assessment and progress monitoring	DIBELS website PRESS PA Inventory PRESS Decoding Inventory	Quiz 12 (in class)
Writing: Handwriting and Spelling			
14	Spelling and Handwriting (more in 4371)	https://sites.google.com/pattan.net/pattan-literacy/2020-pattan-literacy-symposium/writing	Quiz 13 (in class) Reading Lesson Plan Revisions Due Junior Year Key Assessment Due
15	Curriculum Evaluation Tool	CET Guidelines	Quiz 14 (in class)
16 Finals Week, no class			Completed CET and reflection due. All work due

This outline and overview of readings and assignments is tentative and may be changed at any
time by the instructor. Any changes/revisions will be communicated to students well in advance.

<u>**Professional Standards**</u>

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 #5 Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

- Quality Indicator 1: Classroom management techniques
- Quality Indicator 2: Management of time, space, transitions, and activities
- Quality Indicator 3: Classroom, school and community culture

    Candidate: This level describes the performance expected of a potential teacher preparing to enter the profession and is enrolled in an approved educator preparation program at a college, university, or state- approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences.

    Indicator Terminology: Demonstrate knowledge; Can create/implement; Understand/reflect; Aware of/recognize; Observe/identify; Develop ability to; Describe/ explain

    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.