University of Wisconsin-Stevens Point

College of Professional Studies
School of Education

Stevens Point WI 54481-3897
715-346-4430; Fax 715-346-2549
www.uwsp.edu/education

University of Stevens Point- Graduate Education Program
Syllabus for EDUC 746 Design & Evaluation of Reading Difficulties
Spring Semester 2023

Instructor: Stacy L. Gray, Ph.D.
Office: CPS Bldg. Room 449
Email: sgray@uwsp.edu
Phone: (920)255-5144
Office hours: *I welcome meeting with students by appointment via phone or Zoom.*

I. **Course Description**
EDUC 746 is an asynchronous online course that aims to advance knowledge of reading assessment practices and instructional approaches to accelerate the literacy growth of the diverse student population that we serve in our schools. The course investigates the relationship between assessment and instruction as well as variables that may impact or inhibit student learning. Within this course students will research, examine, and critique a variety of reading assessments and instructional approaches. The course concludes with the completion of a case study that applies the data collected from multiple assessment instruments to identify a student's reading strengths and needs to inform an instructional plan. (3-credit hours)

II. **Course Format & Structure**
This asynchronous course will primarily be delivered through Canvas. You will use your UWSP account to login to the course from www.uwsp.edu/canvas. If you have not activated your UWSP account, please visit the Manage Your Account page to do so. The course is divided up into the following four modules:
   ○ **Module 1** (January 22-February 11): *Understanding Strategic Reading Assessment Systems*
   ○ **Module 2** (February 12-March 18): *Understanding & Assessing Reading Difficulties*
   ○ **Module 3** (March 26 - April 22): *Administering, Scoring, & Analyzing the QRI-7*
   ○ **Module 4** (April 23-May 20): *Selecting Meaningful Reading Interventions*

III. **Attendance**
While this is an asynchronous course, the course has been designed to offer multiple opportunities for engagement. Specifically, there is required:
   ○ submission of assignments and discussion postings by the times and dates specified.
   ○ communication related to attendance of optional discussion meetings. The RSVP communication must be completed the Friday prior to the meeting (i.e., Jan. 27, Feb. 17, March 31, & April 28). Within the RSVP, you will be required to document any questions and/or items you would like to discuss. The optional meetings will take place during week two of each module (i.e., Jan. 31, Feb. 21, April 4, & May 2, from 6:00-6:45 pm).

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IV. **Required Textbook**
The course textbooks are:
- ○ Leslie, L., & Caldwell, J.S. (2021). *Qualitative reading inventory: 7*. Pearson. ISBN: 9780135921364
- ○ Kilpatrick, D.A. (2015) *Essentials of assessing, preventing, and overcoming reading difficulties*. Wiley. ISBN: 978-1-118-84528-8

V. **Required Reading Assessments**
The following resources may be applied within your case study and can be accessed in Canvas:

- ○ Diamond, L., & Thorsnes, B.J. (2018). *Assessing reading: Multiple measures*. Consortium of Reaching Excellence in Education (CORE), Inc.

VI. **Literacy Learning Resources**
The resources listed below are texts that you may find meaningful to your work. Please note that additional required and optional journal articles, online videos, as well as other resources will be provided in CANVAS.

- ● Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). *Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3* (3rd ed.). National Institute for Literacy. https://www.readingrockets.org/guides/put-reading-first-research-building-blocks-teachi
- ● International Literacy Association (n.d.). *Literacy glossary.* https://www.literacyworldwide.org/get-resources/literacy-glossar
- ● Wisconsin Department of Instruction (n.d.). Literacy practices bank. https://dpi.wi.gov/reading/literacy-practices-bank
- ● Wisconsin Department of Public Instruction. (2020). Wisconsin standards for English *language arts*. https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf

VII. **Course Technology Requirements**
This course requires that student computers and internet capacities have minimum recommended computer and internet configurations for Canvas. Also, student computers must have access to a webcam, microphone, printer, and a stable internet connection that does not rely on cellular.

VIII. **UWSP Technology Support**
Graduate students have the following technology support available to them:
- ○ https://www3.uwsp.edu/tlc/online-learning-resources/Pages/technology.aspx
- ○ IT Service Desk: Service Desk - Information Technology | UWSP
  - ■ IT Service Desk Phone: 715-346-4357 (HELP)
  - ■ IT Service Desk Email: techhelp@uwsp.edu

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IX. **Protecting your Data and Privacy**

To protect your data and privacy you will want to consider the following: UW-System approved tools that meet security, privacy, and data protection standards can be found here: https://www.wisconsin.edu/dle/external-application-integration-requests// Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Steps to protect your data and privacy include: a) Use different usernames and passwords for each service you use; b) do not use your UWSP username and password for any other services; c) use secure versions of websites whenever possible (HTTPS instead of HTTP); and d) have updated antivirus software installed on your devices.

X. **Technology: Canvas Support**

Students are encouraged to use the self-paced Online Student Orientation tool to become informed about the application of the online coursework. Click on the help button in the global (left) navigation menu and you will be offered options that are available. Please see the table below for support options:

Support Options	Explanations
Ask your Instructor a Question Submit a question to your instructor	Use "Ask Your Instructor a Question" sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live chat with Canvas support 24x7!	Chatting with Canvas Support (Student) will initiate a text chat with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via Email Canvas support will email a response	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via Phone Find the number for our institution	Calling the Canvas number will let Canvas know that you're from UWSP; a phone option is available 24/7.
Search the Canvas Guides Find the answers to common questions	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides.
Submit an idea to Improve Canvas Share suggestions to improve platform	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

XI. **Student Expectations**

Successful completion of this course requires students to:
- communicate via email.
- complete basic internet and library searches.
- download and upload documents to Canvas.
- complete four online modules.
- participate in collaborative asynchronous and synchronous discussions.
- support a case study student through relevant literacy assessment and instruction.

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XII.   UWSP School of Education Dispositions Model
As your instructor, I align my policies to the UWSP School of Education's expectations. The School of Education has adopted a model of the dispositions that we expect from our students and graduates. I do not expect students to be at the final "mastering" level in their dispositions. Instead, I offer this model for individual self-evaluation, professional growth, and goal setting.

XIII.   "Netiquette"
Your instructor and peers wish to foster a safe online learning environment. Following "netiquette"guidelines helps us develop digital learning environments in which people feel safe and respected. All opinions and experiences must be respected in the tolerant spirit of academic discourse. The following "netiquette" tips (Mintu-Wismatt et al., 2010; Shea, 1994) will enhance the learning experience for everyone in the course:
   ○ Welcome all peers in the discussion.
   ○ Present ideas appropriately.
   ○ Be aware of Internet language (e.g., all UPPERCASE LETTERS indicate shouting).
   ○ Recognize that popular emoticons may be helpful to convey tone but do not overuse.
   ○ Avoid using vernacular and/or slang language.
   ○ Respect all oral and written forms of communication.
   ○ Share tips with peers in the course.
   ○ Keep an "open-mind" and be willing to respect minority opinions.
   ○ Think and edit before you push the "Send" button.
   ○ Do not hesitate to ask for feedback.
   ○ Use research and experiences to support your coursework communication.
   ○ Cite your sources.

XIV.   Course Learning Objectives (CLOs)
With the completion of EDUC 746, each class member will be able to:

   ○ **CLO #1)** Relate how each of the major foundational reading skills (i.e., phonological awareness, phonics, word identification, reading fluency, and comprehension) contributes to the reading process.
   ○ **CLO #2)** Differentiate between formative, interim, progress monitoring, and summative assessments.
   ○ **CLO #3)** Apply a variety of research and evidence-based literacy assessment instruments to identify a student's strengths and needs in foundational reading skills.
   ○ **CLO #4)** Plan explicit reading interventions including goals, materials, differentiated learning activities, and assessments that meet an individual learner's needs.

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XV. Assignments

The CLOs will be assessed by the assignments listed below:

Assignments	Points
RSVP for Optional Zoom Meetings by the Friday prior to the meeting (i.e., Jan. 27, Feb. 17, March 31, & April 28).	NA
Interactive/Collaborative Online Discussions (3) ● Module 1 Discussion #1: Strategic Assessment Systems ● Module 2 Discussion #2: Understanding & Assessing Reading ● Module 4 Discussion #3: Literacy Intervention	30 pts. (10 pts. each)
Module Reflections ● Module Reflection 1: Strategic Assessment Systems ● Module Reflection 2: Understanding & Assessing Reading Difficulties ● Module Reflection 3: Administering, Scoring, & Analyzing the QRI-7	45 pts. (15 pts each)
Case Study	25 pts.
Total Points Possible	100 pts.

XVI. Grading Policy

All assignments for this course will be submitted electronically in Canvas by the given due date. All written work should adhere to the most recent APA Manuscript Format unless otherwise directed. Performance in class will be evaluated based on rubrics shared in Canvas. Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
F	0-59%

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XVII.   Viewing Grades in Canvas

The instructor will attempt to grade written work within a week of the assignment due date. However, written assignments may take longer to read and assess. The points received for graded activities will be posted in Canvas. You will see a visual indication of new grades on your home page under the link to the course. Click on the "Grades" link to view your points.

XVIII.   Policy for Late Work & Revisions

Submit all assignments by the posted due date to Canvas by 11:59 pm. Late work is subject to point deductions. Work that is submitted after the course has been completed will be subject to university policies and procedures related to incompletes. Please ask before the assignment is due if you need an extension; in most cases I will grant one. Revisions must be completed within one-week of receiving feedback.

XIX.   Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations/opportunities to make up exams or other course assignments that impact the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

XX.   Academic Honesty Policy & Procedures
UWSP Student Academic Disciplinary Procedures include the following:
- **UWSP 14.01 Statement of Principles:** The board of regents, administrators, faculty, academic staff and students at the UW system believe that academic honesty and integrity are fundamental to the mission of higher education and of the UW system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for: honest completion and representation of their work; appropriate citation of sources; and for respect of others' academic endeavors. Students who violate these standards must be confronted and accept the consequences of their actions.
- **UWSP 14.03 Academic Misconduct Subject to Disciplinary Action:** Academic misconduct is an act in which a student: a) seeks to claim credit for the work or efforts of another without authorization or citation; b) uses unauthorized materials or fabricated data in any academic exercise; c) forges or falsified academic documents or records; d) intentionally impedes or damages the academic work of others; e) engages in conduct aimed at making false representation of a student's academic performance; or f) assists other students in any of these acts. Examples of academic misconduct include, but are not

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limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

XXI. Clery Act
The U.S. Department of Education requires universities to disclose and publish crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information, please see our Jeanne Clery Act page.

XXII. Commit to Integrity
As a student in this course (and at this university) you are expected to maintain a high degree of professionalism and integrity in your behavior in and out of the classroom.

XXIII. Confidentiality
Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

XXIV. Copyright Infringement
This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit: https://libraryguides.uwsp.edu/copyright?hs=a

XXV. Dropping UWSP Courses
Students are responsible for understanding when to consider unenrolling from a course. Refer to the UWSP Academic Calendar for registration dates. After this period, a serious and compelling reason is required to drop from the course. Reasons include: (1) documented and significant change in work hours leaving you unable to attend class, or (2) documented and severe physical/mental illness/injury to you or your family.

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XXVI. **Drug Free Schools and Communities Act (DFSCA)**
The DFSCA requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances.

XXVII. **Emergency Procedures**
The following emergency procedures are to be followed on the UWSP campus:
- **Medical Emergency: Call 9-1-1** or use the campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim(s).
- **Tornado Warning:** Proceed to the lowest level interior room without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters. Avoid wide-span structures (e.g., gyms, pools, large rooms).
- **Fire alarm:** Evacuate the building in a calm manner. Meet at a logical location to meet 200 yards away from the building. Notify instructors or emergency personnel of any missing individuals.
- **Active Shooter: R**UN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UWSP Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency responses.

XXVIII. **Equal Access for Students with Disabilities**
UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. *If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

XXIX. **Family Educational Rights and Privacy Act (FERPA)**
FERPA provides students with a right to protect, review, and correct their student records. University staff with an educational need may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll. Lecture materials and recordings for EDUC 747 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take

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notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

XXX.   **Help Resources**

Tutoring	Advising	Safety & Support	Health
Tutoring and Learning Center (018 Albertson Hall, ext. 3568) helps with Study Skills, Writing, Technology, Math, & Science.	Academic and Career Advising Center (320 Albertson Hall, ext. 3226) offers advising.	Dean of Students Office (212 Old Main, ext. 2611) offers safety and other general support.	Counseling Center (Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646) offers a range of health supports.

XXXI.   **Inclusivity Statement**
UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. My intent is that students from all diverse backgrounds and perspectives will be well-served by this course. This includes their learning needs being addressed both in and out of class with the diversity they bring being viewed as a resource, strength, and benefit. Therefore, I intend to present materials and activities that are respectful of diversity (i.e., gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

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XXXII. **Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if with an accepted petition. All incomplete course assignments must be completed within a time frame expected by the UWSP faculty.

XXXIII. **Religion Accommodation**

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:
- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

XXXIV. **Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

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XXXV. **Course Schedule, Topics/Activities, & Homework Assignments**
Please see Canvas for specific assignment details. This syllabus, along with course assignments and due dates are subject to change. Each student is responsible to check Canvas for revisions.

Modules 1 & 2:

Module	Assignments
Module 1 **(Jan. 22-Feb. 11)** **Understanding Strategic Reading Assessment Systems**	▢ Post an introduction/bio video or message ▢ Submit RSVP to optional Zoom meeting (due: 1/27) ▢ Complete assigned readings, video requirements, & e-learning course ▢ Attend Optional Zoom Meeting on 1/31 (6-6:45pm) ▢ Complete a discussion post explaining your district reading assessment system ▢ Complete a module reflection that indicate ideas to improve the existing reading assessment system within your school/district ▢ Select a student for case study
Module 2 **(Feb. 12-March 18)** **Understanding and Assessing Reading Difficulties**	▢ Complete assigned readings ▢ Submit RSVP to optional Zoom meeting (due: 2/17) ▢ Attend optional Zoom meeting on 2/21(6-6:45pm) ▢ Complete discussion posts ▢ Complete a module reflection ▢ Plan for case study

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Modules 3 & 4

Module	Assignments
Module 3 **(March 26-April 22)** **Administration, Scoring, & Analysis of the QRI-7**	▫ Complete assigned readings ▫ Submit RSVP to optional Zoom meeting (due: 3/31) ▫ Attend optional Zoom meeting on 4/4 (6-6:45pm) ▫ Complete a module reflection ▫ Work on case study
Module 4 **(April 23-May 21)** **Selecting Meaningful Reading Interventions for Culturally Responsive Literacy Learning**	▫ Complete assigned readings ▫ Submit RSVP to optional Zoom meeting (due: 4/28) ▫ Attend optional Zoom meeting on 5/2 (6-6:45pm) ▫ Complete discussion posts ▫ Complete a module reflection ▫ Complete case study