**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 747/748: Supported Literacy & Supported Literacy Practicum**
Asynchronous Course: May 30-July 21, 2023

**Instructor:** Amber Garbe, Ed.D.
**Office:** CPS Bldg. Room 458
**Email:** agarbe@uwsp.edu
**Office hours:** By appointment via phone or Zoom

## I. Course Description

EDUC 747 is an asynchronous online course set within an online professional learning community. The content of this course is for classroom teachers, reading teachers/interventionists, and special educators who are responsible for assessing and delivering reading interventions. This course aims to advance each practitioner's knowledge of research and evidence-based reading assessment practices and instructional approaches to accelerate the literacy growth of the diverse student population with specific emphasis on students' experiencing difficulty with reading. Through collaboration with a professional learning team (PLT), each practitioner will analyze data that is collected from multiple diagnostic reading instruments. The data collected will be applied to planning and teaching a summer reading intervention. PLTs will collaborate once during each module to review the progress of the students in the case studies and apply professional dialogue drawing from their course readings. (Credits: 3-credit hours).

EDUC 748 is the practicum component that is connected to the content of EDUC 747. Participants conduct a case study, including assessment, diagnosis, and instruction. (Credits: 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: May 30-June 11:** *Identifying Needs*
- ○ **Module 2: June 12-25:** *Using Data and Research to Inform Instructional Decisions*
- ○ **Module 3: June 26-July 9:** *Facilitating & Monitoring Instruction*
- ○ **Module 4: July 10-July 21:** *Reflecting on Practice & Professional Learning*

## III. Attendance

This asynchronous course involves a Professional Learning Team (PLT) who will collaboratively analyze student case studies and apply course readings pertaining to reading assessment and intervention. These collaborations may be conducted synchronously online via Zoom or asynchronous through shared document. Each course participant will find a student to work with and conduct a case study. Each participant will be required to provide an initial assessment and provide at least 10 lessons, with embedded progress monitoring, for their student. Lessons may be completed in a face to face format or an online meeting room (like Zoom). Students are also invited to join two *optional* Zoom sessions with the instructor. The first will be a meet & greet
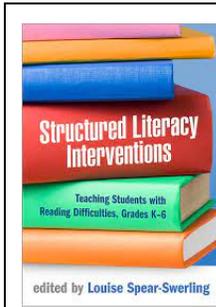
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held on **Tuesday, June 6 from 4:15-5:00 pm**. The second will be a mid-course check in on **Tuesday, June 19 from 4:15-5:00 p.m.**

IV.     **Course Objectives**

The objectives of this course follow the Wisconsin Administrative Code for Teacher Education Program Approval and Licensing. Furthermore, the standards align with the International Literacy Association (ILA) Standards, Wisconsin Teaching Standards (WTS), Wisconsin Administrator Standards (WAS), and the International Dyslexia Association (IDA) Standards. With the completion of EDUC 747, each class member should be able to:

- **Objective 1: Demonstrate** the ability to select multiple valid, reliable, fair, and appropriate assessment tools to screen, diagnose, measure, and monitor a student's literacy achievement (IDA 3.1, ILA 3, WTS 6).
- **Objective 2: Administer** a variety of research and evidence-based literacy assessment instruments in order to evaluate strengths and needs in phonological awareness, phonics, word identification, spelling, reading fluency, vocabulary, and comprehension (IDA 3.6, ILA 3, WTS 6).
- **Objective 3: Apply** research and/or evidence-based literacy instruments to set goals and plan instruction that meets each learner's needs (IDA 3.7, IDA 5.4, ILA 3, WTS 6).
- **Objective 4: Apply** the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques (IDA 3.5, ILA 3, WTS 6).
- **Objective 5: Plan** effective research and/or evidence-based reading interventions/intervention structures based on the knowledge of individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of literacy learning (IDA 4A.2, IDA 4A.3, IDA 5.1, ILA 2, WTS 4, WTS 7, WTS 8).
- **Objective 6: Demonstrate** an understanding of the reciprocal relationships among reading and foundational skills (i.e., phonological awareness, phonics, word recognition, reading fluency, spelling, vocabulary knowledge, and comprehension (IDA 1.3, ILA 1, WTS 4, WTS 1, WTS 8).
- **Objective 7: Apply** knowledge about the progression of typical literacy development as related to oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression (IDA 1.8)
- **Objective 8: Communicate and/or explain** the meaning of assessment and intervention data and practices to a variety of stakeholders (e.g., parents/caregivers, PLTs, peers), through verbal and written communication (IDA 3.8, IDA 4.2, IDA 5.4).
- **Objective 9: Reflect** on professional learning experiences related to literacy assessment and instruction (ILA 6, WTS 9).
- **Objective 10: Recognize** characteristics of reading challenges and disabilities including dyslexia, and dysgraphia (IDA 2.3, 2.4).
- **Objective 11: Make** connections with content from multiple scientific-based readings and analysis of case study.

V.     **Required Text**

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| | Spear-Swerling, L. (Ed.). (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6.* The Guilford Press. |

## VI. Online Resource (free web-based resource)

You will need to pass all 9 of the free self-paced modules below by the end of the course:

- Reading Rockets. (2022). *Reading 101: A guide to teaching reading and writing.* WETA Public Broadcasting. https://www.readingrockets.org/teaching/reading101-course/modules/course-modules

## VII. Required Diagnostic & Progress Monitoring Assessments

The following assessments can be accessed online/or on Canvas:

- Alonzo, J., Tindal, G., Ulmer, K., & Glasgow, A. (2006). *EasyCBM® online progress monitoring assessment system: Teacher lite account.* http://easycbm.com. University of Oregon, Behavioral Research and Teaching.
- Diamond, L., & Thorsnes, B.J. (2018). *Assessing reading: Multiple measures.* Consortium of Reaching Excellence in Education (CORE), Inc.

## VIII. Required Readings Selected by PLTs

During Modules 2-4, you will complete weekly readings (i.e., book chapters and/or articles) prior to meeting with your PLT. The readings will be listed in Canvas and determined by your PLT. PLTs may have the option of self-selected texts that are relevant to their case studies. PLTs may jigsaw the readings with members in their teams. Here are two supplemental texts for the course that are shared on Canvas:

- Honig, B. Diamond, L., Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd. ed.) Consortium of Reaching Excellence in Education (CORE), Inc.
- Leslie, L., & Shuldt Caldwell, J. (2013). *Intervention strategies to follow informal reading inventory assessment.* Pearson.

## IX. Student Expectations

Successful completion of this course requires the following:

- communicate via email.
- complete basic internet and library searches.
- download and upload documents to Canvas.
- participate in collaborative asynchronous and synchronous discussions about case studies.
- support a case study student through responsive and relevant literacy assessment and intervention practices.
- complete online modules including reading, viewing videos, and taking quizzes.

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X.    **Technology: Canvas Support**
Students are encouraged to use the self-paced Online Student Orientation tool to become informed about the application of the coursework online. Click on the help button in the global (left) navigation menu and you will be offered options that are available 24/7; however, if you opt to email your instructor, she may not be available immediately. Please see the table below for support options:

| Support Options | Explanations |
|---|---|
| **Ask your Instructor a Question**<br>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)**<br>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**<br>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**<br>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**<br>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**<br>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.   **Course Technology Requirements**
This course requires that:
- student computers and internet capacities have minimum recommended computer and internet configurations for Canvas.
- student computers have access to a webcam, microphone, printer, and a stable internet connection (do not rely on cellular).

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**XII.  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.

**XIII.  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

**XIV.  "Netiquette"**

Your instructor and fellow students wish to foster a safe online learning environment. Following "netiquette" guidelines and expectations 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 students in the discussion.
- Do not use offensive language.
- Present ideas appropriately.
- Be aware of Internet language (e.g., all UPPERCASE LETTERS indicate shouting).
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overuse.
- Avoid using vernacular and/or slang language.
- Respect all oral and written forms of communication.
- Share tips with other students.
- 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.

**XV.  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.

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Instead, I offer this model for individual self-evaluation, professional growth, and goal setting.

XVI.   **Grading Policy**
All assignments for this course will be submitted electronically by the given due date through Canvas unless otherwise instructed. Rubrics for each assignment will be included within Canvas.
- All written work should adhere to the most recent APA Manuscript Format unless otherwise directed.

XVII.   **Graded Course Assignments**
Each student's participation and performance in class will be evaluated based on the assignments outlined below:
- ***Self-Paced Completion of Reading Rockets Modules*** **(due: Sunday, July 9 )**
  - In order to most effectively assess and support literacy advancement, reading teachers must have a solid understanding about the building blocks of teaching and assessing reading and writing (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, writing). Therefore, this assignment requires the successful completion of nine literacy modules. Once you answer all of the post-module questions correctly, you will be issued a "Letter of Completion." For full credit, you must submit your completion letter for each module.

- ***Initial Diagnostic Report*** **(due: Sunday, June 18)**
  - Following receiving permission from the case study focus student's parents/caregivers, diagnostic literacy data must be collected from at least three instruments to identify a student's reading strengths and needs to inform an intervention plan. There will then be collected baseline data based on the focus student's identified area of need.

- ***Professional Learning Team Meetings***
  - ***Readings:*** The readings selected for this course aim to enhance your knowledge of effective reading assessment and intervention practices as well as the enrichment of pedagogical beliefs. The readings will be listed in Canvas and determined by your PLT. You should arrive at each PLT meeting with your agreed upon readings completed and prepared to share ideas from your analysis in order to inform the decisions related to literacy advancement for your students within literacy case studies.

  - ***Professional Learning Team Presentations*** **(due: June 18, July 2, July 16)**
    PLTs will collaborate to create a professional presentation to share with the class community for Modules 2 - 4. The presentations will represent your collective knowledge about a selected topic acquired through each group's collaboration. The presentations must apply research from the course and related scientific-based readings on assessment and intervention for literacy advancement. (Note: To maintain confidentiality, the names of focus students and their parents should not be identified in the meeting minutes or within the presentations. Instead, please use an identifier such as "Student/Parent of Student 1." )

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○ *Individual Interactive Discussion Comments* **(due: June 25, July 9, July 21)**
- As part of the reading requirement individuals must view all PLT group presentations. The purpose of viewing the presentations of your peers is to increase your knowledge and group dialogue to further the literacy advancement of all students with meaningful research-based intervention and assessment practices.
- *Post-Intervention Report* **(due: Friday, July 21)**
  - a) **Students enrolled in EDUC 747 and EDUC 748** must assess and intervene with 10 research and/or evidence-based lessons to support the student's literacy progress. Embedded progress monitoring using a monitoring tool that identifies and aligns to the area of need is also required. The post-intervention report will be submitted following the sessions. The report will include an introduction, 10 lesson plans, progress monitoring results, and recommendations to further the child's reading advancement.
  - b) **Students enrolled ONLY in EDUC 747 do not need to** teach lessons or complete proctor progress monitoring. Instead, you will provide recommended intervention lesson plans. Specifically, you will assess and then make recommendations for 3 research and/or evidence-based lessons to support the student's literacy progress.
○ *Individual Course Reflection* **(due: Friday, July 21)**
- The final exam is a written reflection related to your culminating learning in the course. Reflecting on the course objectives, you will share knowledge and skills gained from your participation in the course. The response must include specific references from course readings, outside readings, and group discussions. The responses must also include personal connections and ideas for the application to teaching reading through research and evidence-based assessment and intervention practices.

XVIII. **Assignment Points**
Each assignment is worth the following points:

| Assignments | Points |
|---|---|
| *9 Self-Paced Reading Rockets Modules* (due: Sunday, July 9) | 10 pts. |
| *Initial Diagnostic Report* (due: Sunday, June 18) | 10 pts. |
| *Professional Learning Team Presentations* <br> • Module 2 (due: Sunday, June 18) <br> • Module 3 (due: Sunday, July 2) <br> • Module 4 (due: Sunday, July 16) | 30 pts. |
| *Individual Interactive Discussions in Canvas* <br> • Module 2 (due: Sunday, June 25) <br> • Module 3 (due: Sunday, July 9) <br> • Module 4 (due: Friday, July 21) | 15 pts. |

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| | |
|---|---|
| *Post-Intervention Report* (due: Friday, July 21) | 30 pts. |
| *Individual Course Reflection* (due: Friday, July 21) | 5 pts. |
| **Total Points Possible** | 100 pts. |

## XIX. Letter Grade Assignment

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% |

## XX. 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.

## XXI. Policy for Late Work & Revisions

Submit all assignments by the posted due date to Canvas by 11:59pm. 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.

## XXII. 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 or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

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**XXIII.** **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 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.

**XXIV.** **Clery Act**
The U.S. Department of Education requires universities to disclose and publish campus 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 of the Clery Act 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.

**XXV.** **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.

**XXVI.** **Confidentiality**

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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.

XXVII.    **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 our copyright page here: https://libraryguides.uwsp.edu/copyright?hs=a

XXVIII.   **Dropping UWSP Courses**
Student's are responsible for understanding when they need 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. Serious and compelling 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.

XXIX.     **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.

XXX.      **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.

XXXI.     **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

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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.*

XXXII. **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 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.

XXXIII. **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. |

XXXIV. **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

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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.

XXXV. **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.

XXXVI. **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.

XXXVII. **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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**XXXVIII.** **Course Schedule, Topics/Activities, & Homework Assignments**

Please see Canvas for specific readings, discussion prompts, and other assignment details. This syllabus, along with course assignments and due dates, are subject to change. Each student is responsible to check Canvas for corrections or updates to the syllabus.

**Modules 1 & 2:**

| Module | Course Objectives | Assignments |
|---|---|---|
| **Module 1 (May 30-June 11):** <br><br> *Identifying Needs & Establishing PLTs* | ● **1, 2, 3, 5, 6, 7, & 8** | **Individual** <br> ● **Post** an introduction/bio video or message <br> ● **Select** a focus student & determine meeting dates <br> ● **Proctor** at least three diagnostic assessments and one baseline assessment with focus student <br> ● **Complete** readings <br>     ○ Chapter 1 in Structured Literacy Interventions <br> ● **Begin** working on *Initial Diagnostic Report* (due: Sunday, June 18) <br> ● **Begin** working on intervention lessons design/framework once you have determined area of focus <br> ● **Begin** working on *Self-Paced Completion of Reading Rockets Modules* (due: Friday, July 21) <br> **Group Work with PLT** <br> ● **Establish** PLT & determine communication method/meeting dates <br> ● **Complete** PLT Collaboration # 1: discuss diagnostic assessment and identified areas of need; baseline data and connected progress monitoring tool; & plans for intervention, select readings, & begin creating presentation to share your learning to date (Post presentation by Sunday, June 18) |
| **Module 2 (June 12-June 25):** <br><br> *Using Data & Research to Inform Instructional Decisions* | ● **3, 4, 5, 6,7, 8, 9, 10, & 11** | **Individual** <br> ● **Instruct** apx. 4 (out of intervention lessons with progress monitoring probes <br> ● **Complete** readings <br>     ○ Jigsawed Chapter from Structured Literacy Interventions |

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Stevens Point WI 54481-3897
715-346-4430; Fax 715-346-2549
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|  |  | ○ Self-selected articles or other texts that relate to the focus student's area of need (i.e. research on intervention strategies)<br>○ Readings identified by PLT<br>● **Prep** intervention lessons based on diagnostic, formative and progress monitoring data<br>● **Submit** *Initial Diagnostic Report* (due: Sunday, June 18)<br>● **Post** *Individual Discussion Comments* for the PLT Presentation #1 posts of your peers (due: Sunday, June 25)<br>● **Continue** working on *Self-Paced Completion of Reading Rockets Modules* (due: Friday, June 21)<br>**Group Work with PLT**<br>● **Complete** PLT Collaboration # 2: discuss lessons, progress monitoring data, and selected readings<br>● **Post** *PLT Presentation# 1* on the Canvas Discussion Board (due: Sunday, June 18) |

**Modules 3 & 4**

| Module | Outcomes | Assignments |
|---|---|---|
| **Module 3 (June 26- July 9):**<br><br>*Facilitating Intervention Lessons & Monitoring Instruction* | ● **3, 4, 5, 6,7, 8, 9, 10, & 11** | **Individual**<br>● **Instruct** apx. 4 (out of 10) intervention lessons with progress monitoring probes<br>● **Complete** readings<br>○ As determined by PLT<br>● **Prep** intervention lessons based on formative and progress monitoring data<br>● **Post** *Individual Discussion Comments* for the PLT Presentation #2 posts of your peers (due: Sunday, July 9)<br>● **Begin** working on *Post-Intervention Report* (due: Fri., July 21)<br>● **Submit** letters of completion for *Self-Paced Completion of Reading Rockets Modules* (due: Fri., July 21)<br>**Group Work with PLT**<br>● **Complete** PLT Collaboration # 3: discuss lessons, progress monitoring data, and selected readings & create plan to share your learning in a presentation<br>● **Post** *PLT Presentation# 2* on the Canvas Discussion Board (due: Sunday, July 2) |

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| **Module 4**<br><br>**July 10-July 21:**<br><br>*Reflecting on Practice & Professional Learning* | ● **3, 4, 5, 6,7, 8, 9, 10, & 11** | **Individual**<br>● **Instruct** apx. 2 (out of 10) intervention lessons with progress monitoring probe<br>● **Complete** readings<br>  ○ Structured Literacy Interventions, Chapter 10<br>  ○ As determined by PLT<br>● **Prep** intervention lesson based on formative and progress monitoring data<br>● **Submit** letters of completion for *Self-Paced Completion of Reading Rockets Modules* (due: Friday, July 21)<br>● **Post** *Individual Discussion Comments* for the PLT Presentation #3 posts of your peers (due: Fri., July 21)<br>● **Submit** *Post-Intervention Report* (due: Fri., July 21)<br>● **Submit** *Individual Course Reflection* (due: Fri., July 21),<br><br>**Group Work with PLT**<br>● **Follow Up on** PLT Collaboration # 3 (from last module) and refine presentation #3.<br>● **Post** *PLT Presentation# 3* on the Canvas Discussion Board (due: Sunday, July 16) |