

EDUCATION 570, SECTION 88: Evidence-Based Reading Practices for the Inclusive
Classroom
3 credits

University of Wisconsin – Stevens Point
Summer 2017

Instructor: Sydney Bueno, Ph.D.
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Office Hours: by appointment
Lecture: Hybrid
Six in-person meetings: June 26, 28 from 5-8:00 pm
Other meetings TBD
Additional hours online
Prerequisite: None

I. Purpose and Description of Course:

In this course, we will identify evidence-based practices and explore the different ways to implement these practices in the classroom to support students who struggle with reading. This course is designed for practicing teachers of all grade levels who teach in settings that serve at-risk students and students receiving special education services. Additional topics may include scaffolding, RtI (tiered interventions), reading assessment, writing, English Language Learners, and student engagement.

II. Suggested Textbooks:

Elementary focus – Serravallo, J. (2015). *The Reading Strategies Book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann. ISBN: 978-0325074337

Secondary Focus – Daniels, H. & Steineke, N. (2011). *Text and Lessons for Content-Area Reading*. Portsmouth, NH: Heinemann. ISBN: 978-0325030876

Additional Required Supplemental Readings will be posted on D2L or provided in class

III. Course Objectives:

After completing this course, teachers will be able to:

- Identify the components of a Balanced Literacy Approach
- Demonstrate knowledge of the components of reading (oral language, phonics, decoding, fluency, and comprehension) and evidence-based practices for teaching them;
- Develop goals for every reader
- Select strategies to meet reading goals and adjust instruction to include these strategies

- Create a strategy toolbox that will authentically meet the needs of all students.
- Demonstrate the gradual release of responsibility/optimal learning model.

IV. Course Expectations:

- Submit ALL assignments by the posted due date to the appropriate D2L DropBox, Discussion Board, or Quiz Tab.
- Assignments received after the due date will be downgraded by 10% from the earned grade.
- Complete the assigned readings **before** coming to class.
- Attend class regularly and be on time. You are allowed one absence without penalty. E-mail me if you will be missing a class.
- Participate in class discussions and activities. (Active participation in class is an important part of the learning process and development of educational professionalism.)
- Conduct yourself as a professional educator should conduct him/herself.
- All written assignments are to use 'people first' language.
- Assignment Format:
 - Type and double-space all written assignments
 - Size 12 point Times New Roman Font.
 - Use proper spelling, punctuation and grammar. Proofread work before submitting it for a grade.
- Apply high levels of scholarship and ethics to explore important matters in regard to educating students with special needs.
- Discuss questions regarding grades with me privately. Make an appointment to discuss your concerns.

V. Special Notes:

- UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and is intended to help establish a positive living and learning environment at UWSP. Click here for more information:
<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>
- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for

students with disabilities. For more information about UWSP's policies, visit:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespos/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

- d. Accommodations for religious observances: Students will be allowed to complete requirements that are missed because of a religious observance.

VI. Assignments:

Evidence Based Practice Review: Teachers will identify an evidence-based practice and write a reflection demonstrating how they know it is evidence-based, where they located the information and the pertinent information about the practice.

IRIS Modules: Teachers will complete two IRIS modules on evidence-based practices for reading and share their new learning with other participants through online discussion groups.

Strategy Toolbox: Teachers will create a strategy toolbox including 2-5 strategies for each of the literacy components. The toolbox will include strategies that the teacher chooses to be beneficial to their students. Included in the toolbox is a one-page reflection on the strategies they choose – why they chose them and how they will implement them in the classroom.

| ASSIGNMENT | POINTS POSSIBLE |
|--------------------------------|-----------------|
| Evidence Based Practice Review | 20 |
| IRIS Modules x2 | 20 each |
| Strategy Toolbox | 100 |
| Total | 160 |

| Grading Scale | | | | |
|---------------|-------------|-------------|-------------|---------------|
| 100%-96= A | 87%-89 = B+ | 77%-79 = C+ | 67%-69 = D+ | 63% & BELOW=F |
| 90%-95 = A- | 84%-86 = B | 74%-76 = C | 64%-66 = D | |

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|--|-------------|-------------|--|--|
| | 80%-83 = B- | 70%-73 = C- | | |
|--|-------------|-------------|--|--|

Tentative Schedule

| Date | Tentative Topic | Readings Due | Assignments Due by <u>1:59pm</u> of the Deadline |
|---|--|---------------------|---|
| Module 1 June 1 – June 10 Introduction | <ul style="list-style-type: none"> • Introductions • Syllabus • Gap between research and practice • General Principles of Evidence-Based Instruction • Identifying Evidence-based practices • Implementing with Fidelity | Readings on D2L | IRIS Modules Due June 10 |
| Module 2 June 11 – June 17 Identification | <ul style="list-style-type: none"> • Principle of Reading • Types of Reading Difficulties • Assessing Reading | Readings on D2L | Evidence Based Practice Review |
| Module 3 June 18 – June 24 Practice | <ul style="list-style-type: none"> • Evidence Based Strategies for teaching phonics, word recognition, fluency, comprehension • Students who are not Native English Speakers | Readings on D2L | |
| Module 4 June 24 – June 30 Implementation | <ul style="list-style-type: none"> • Scaffolding and Tiered Interventions • Approaches to preventing reading difficulties • Students | Readings on D2L | Evidence-Based Practice Review |

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|---------|-------------------|--|--|
| | engagement | | |
| June 30 | Final Project Due | | |