

**Course Syllabus for EDCI 567T-A Online**

CURRICULUM AND STRATEGIES FOR CHILDREN WITH LEARNING DIFFERENCES (3 CREDIT HOURS)

3 credit hours Session 2: May 30-July 21, 2023

**Professor:**  Lori Aguilera, M.S. Special Education, M.A. Educational Administration

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**Phone**: (707) 338-4757 cell

Please call or text my cell only between 10 am to 8 pm.

**Class Location:** Online

**Virtual Meetings:**  <https://southern.zoom.us/j/96556218877>

**Office Hours**: Available by cell phone on the following days and times: Sunday-Thursday 10 am to 8 pm; Friday 10 am to 5pm

## Course Description

Planning, developing, and implementing curriculum for exceptional students is the focus of this course. Study will include the identification of students with special learning needs and strategies for inclusion in the classroom. A special emphasis is given to cognitive studies. Also includes strategies and methods for teaching students with learning disabilities. (Meets NAD certification requirements for Exceptional Child in the Classroom.) MAT candidates must first take EDUC 505. 3 hours

## Required Reading

Mercer, C.D., Mercer, A. R., & Pullen, P. (2010). *Teaching students with learning problems* (8th ed.). Upper Saddle River, NJ:Merrill/Prentice Hall.

To purchase this main text, contact The Campus Shop at 423.236.2152 or visit their Website at [saucampusshop.com,](http://www.saucampusshop.com/) or you may find it cheaper looking online, but make sure it is the 8th edition.

**(You must have this book before the first day of class)**

Aguilera, L. E., & Jefferson, K. G. (2008). *Learning Disabilities Handbook*. Rohnert Park, CA: Minute Man Press. Order by sending $25 for book, plus $5 for shipping= $30 through paypal to [aguileraron@msn.com](mailto:aguileraron@msn.com) or send $30 through Zelle (your bank) to  [aguileraron@msn.com](mailto:aguileraron@msn.com) or 707-338-2927.

You must also send the address that you would like the book mailed to with the payment.

### (You must have this book to begin the class- order before the first assignment is due)

Aguilera, L.E., & Jefferson, K.G. (2008) *Reading comprehension strategies.* Rohnert Park, CA: Minute Man Press. Order by sending $15 for the book plus $5 shipping = $20 through paypal to [aguileraron@msn.com](mailto:aguileraron@msn.com) or send $20 through Zelle (your bank) to  [aguileraron@msn.com](mailto:aguileraron@msn.com) or 707-338-2927.

You must also send the address that you would like the book mailed to with the payment.

### (You must have this book to begin the class- order before first assignment is due)

## Supplemental Materials

Online Source: REACH Manual <http://adventisteducation.org/downloads/pdf/REACH_Manual_3rd_Edition.pdf>

REACH Website [http://reach.adventisteducation.org](http://reach.adventisteducation.org/)

## Technology Requirements

Because it is an Online/hyflex course, you should have a webcam and microphone.

## Academic Support

**eClass Help Desk:** Email [eclasshelp@southern.edu](mailto:eclasshelp@southern.edu) or call 423-236-2086.

**Information Technology:** Go to IT Workstation Support Desk in Wright Hall, or call 423-236-2712, or email [it-helpdesk@southern.edu](mailto:it-helpdesk@southern.edu).

**McKee Research & Writing Cent**er: The Writing Center, located in McKee Library, provides free writing support for all Southern students on all kinds of projects at any stage of the writing process. Writing tutors can help you brainstorm before you start writing, clarify ideas, organize your paper, strengthen specific sentences or paragraphs, work on grammar and mechanics, and cite sources correctly.

Schedule a 25-minute or 50-minute face-to-face or Zoom appointment at<https://trac.e.southern.edu>, or call the Center for assistance at 423.236.2014, or email Sonja Fordham, Director of the Writing Center at the McKee Library: [sfordham@southern.edu](mailto:sfordham@southern.edu). An appointment is not necessary: walk-ins are welcomed. If you just have a quick question, you may ask the question here: <https://southern.libanswers.com/writingcenter>.

Hours: Sundays 3 pm-8 pm, Mondays-Thursdays 9 am-8 pm, Fridays 9 am-12 pm.

## Biblical Foundation of the Course

This course is based on a biblical foundation. The goal of this course is for the learner to better equip him/herself with the unique needs of students with learning and behavior problems, in order for those students to continue in an Adventist school and develop a relationship with Jesus. The assignments are designed for the learner to develop compassion for “the least of these” that may be found in the classroom and learn strategies to better meet not only the academic needs, but also the spiritual needs of the students. This course is designed so that the learner become familiar with the REACH process, and Adventist Inclusion Initiative that stands for Reaching All Children for Heaven*.*

## Knowledge and Skill Outcomes

Upon successfully completing this course, the student will be able to:

The overall goal of this course is to address the education of the whole person of children with exceptionalities. The objectives are as follows:

* + Understand the Individuals with Disabilities Education Act and how it relates to students receiving special education services in both the public and private school system.
  + Demonstrate knowledge of the special education process from the initial referral to the IEP meeting.
  + Demonstrate knowledge and understanding of special education assessments, including how to interpret academic and psychological testing. Show knowledge and ability to use alternative assessment such as formative evaluation and curriculum-based assessments in working with children who have disabilities.
  + Demonstrate appropriate use of strategies for planning, accommodating, modifying, recommending services, and implementing instruction including the use of supplementary aids, resources, and technology for individuals with disabilities or English Language Learners
  + Understand the characteristics of exceptional children and be able to identify the appropriate accommodations, so they can be successful in the inclusive classroom.
  + Develop an IEP, MAP, or 504 Plan and lesson plans based on a special needs student in your classroom.

## How the Course Works

1. **Policies and Procedures**
   1. **Disclaimer:** As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.
   2. **Disabilities and Accommodations**
      1. In keeping with the University’s policy, if you are a student who believes you may need an accommodation based onthe impact of a disability or learning challenge *(i.e. physical, learning, psychological, ADHD or other type),* you are strongly encouraged to contact Disability Support Services at 423-236-2544, Bietz Center, 3rd floor, Suite 3900, or dss@southern.edu
      2. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](http://www.southern.edu/administration/student-success/disability).
   3. **Academic Honesty**
      1. Faculty Responsibilities:
         1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
         2. Professors may assume “no collaboration” is the rule unless they state otherwise.
      2. Student Responsibilities:
         1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.
         2. Students unfamiliar with procedures for citing sources should confer with their professors.
         3. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
         4. Many professors will require students to submit papers through Turnitin, an originality checker application.
      3. TurnItIn: Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, the professor may submit your work to Turnitin or require that you do so.
   4. **Profile Picture Policy** (distance education students only)
      1. All students enrolled in an online class at Southern Adventist University must have a profile picture on eClass eClass. For on-campus students, this picture is linked to the picture on your Southern ID card.
      2. Students who are fully online who do not have a picture linked because they’ve not gotten an ID card should upload a picture to eClass. This allows students and professors to better connect with one another. Students who do not comply may not be able to register for future online courses. Please keep in mind when uploading your profile picture, that it must meet the following guidelines:
         1. The photo should be a full face likeness, similar to a passport photo or driver’s license photo. No variations permitted.
         2. Attire worn in the photo should adhere to the Southern Adventist University dress code.
         3. The photo should show only you; there should be no distractions such as additional people or pets in the photo.
   5. **Student Authentication** (distance education students only)
      1. The Higher Education Opportunity Act of 2008 [viewable [here](https://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
      2. The student should authenticate their identity by using **ONE** of the following options:
         1. Authenticate in person at Southern Adventist University.
         2. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
      3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.
   6. **Add/Drop Policy**
      1. Dropping a class, and completing all parts of the process to ensure that a class is dropped is the student’s responsibility. Failure to comply with this procedure may result in a failing grade for the course.
      2. A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an “F.” It is the student’s responsibility to make arrangements with the professor to complete the course on time.
      3. Tuition Refund. A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult Southern’s course schedule for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.
   7. **Transcripts**
      1. It is your responsibility to request a transcript to be sent to your parent institution and/or your union registrar. You may access more information at <http://www.southern.edu/administration/records/transcripts.html>
2. **INSTRUCTIONAL STRATEGIES/METHODOLOGY**
   1. **eClass**
      1. The website for course access is [eclass.e.southern.edu](http://eclass.e.southern.edu). Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account [https://access.southern.edu](http://access.southern.edu). You can also put [eclass.e.southern.edu](https://eclass.e.southern.edu) into your browser and enter your username and password. If one method does not work, try the other method.
      2. System Requirements: For system requirements, visit this page: [https://www.southern.edu/academics/academic-sites/online-campus/successful.html](https://www.southern.edu/academics/academic-sites/online-campus/untitled.html)
   2. **Class Attendance/Presence**
      1. Attendance policy for online courses:
         1. In an online class, attendance looks different than it does in a face-to-face course. For the most part, other than on Sabbath, you should enter eClass **daily**, especially when enrolled in intensive courses. Please note that the professor and course coach check logs of eClass to ensure that students are actively engaging with the course materials. If you are inactive or miss an assignment, you may be contacted. If an assignment has not been submitted by the due date, a grade of zero is entered in the gradebook. If you wish to submit that assignment, please contact the professor to find out if you may still submit and what procedures should be followed unless that information is provided in the gradebook comment accompanying your grade of 0.
         2. On days and times designated in the Course Schedule, this course will include synchronous class meetings, which will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Please plan to attend these meetings. Attendance is required unless arrangements have been made in advance with your professor. If for some reason students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.
   3. **Communication**
      1. **eClass Announcements**
         1. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements.
      2. **Southern Email**
         1. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email. Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the Week 1 Quiz, your email subject could say something like "Course Prefix Course # Week 1 Quiz."
3. **GRADES AND FEEDBACK PLAN** 
   1. **Accessing your grades in eClass** You can access your grades by clicking the "grades" link at the top middle section of the course home page above the course header.
   2. **Submission Times and Late Work Caution** 
      1. Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise.
      2. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.
      3. Assignments are always due by 5 pm Eastern Time unless otherwise indicated. If eClass is down and you can’t submit your assignment on time, please call the professor (707-338-4757).
   3. **Providing Feedback to the Professor**

Please provide feedback to me directly and fill out the course evaluation so I know how to constantly improve the course. Extra credit will be given for filling out the course evaluation.

* 1. **Receiving Feedback from the Professor**

Students should post to the discussion question twice to a classmate and once to the professor by Thursday evening at 5 pm Eastern Time.

The weekly quizzes are comprised of half multiple-choice questions and half by short answer. Once you start the quiz, you will have 3 hours to complete it. You cannot start it and finish it another day. You should read all of the assignments and listen to the video lectures along with the power point slides before starting the weekly quiz.

Assignments, which are due by Thursday at 5 pm Eastern Time, will be graded by the following Sunday. If you have a question on an assignment, it is quicker to call or text me.

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| **Assignment** | **%** |
| 6 weekly class discussions-10 points  Each- 60 points | 9.2 % |
| QUIZ Chapter 1 – 70 points  QUIZ Chapter 3 – 68 points  QUIZ Chapter 5 – 76 points  QUIZ Chapter 6, 7 – 81 points  QUIZ Chapter 8, 4 – 78 points  QUIZ Chapter 9, 10 – 31 points  QUIZ Chapter 11, 13 – 72 points  Total 476 points for quizzes | 73 % |
| Find the page on the IEP - 12 points | 1.8. % |
| Response to Intervention paper - 25 points | 3.8 % |
| Final Memory Quiz - 26 points | 4.0 % |
| Modified IEP or Accommodation Plan - 40 points | 6.1% |
| Course Evaluation – 10 points extra credit | 1.5 % |
| TOTAL points 649 |  |

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| **Grading Scale** | | | |
| **The following Grading Scale will be used:** | | | |
| A | 93-100% | C | 73-77% |
| A- | 90-92% | C- | 70-72% |
| B+ | 88-89% | D+ | 68-69% |
| B | 83-87% | D | 64-67% |
| B- | 80-82% | D- | 60-63% |
| C+ | 78-79% | F | 59% & below |

APPENDICES follow.

# Appendix A: Southern School of Education & Psychology Conceptual Framework for Professional Education Programs

# To Serve, To Lead, To Transform

**The Mission – School of Education & Psychology**The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

**The Goal – Professional Education Programs**  
The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.  
  
This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

**The Core Objectives and Expected Proficiencies**

As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

Demonstrating an ideal of fairness and belief that all students can learn

Recognizing and respecting diversity, individual worth, and integrity

Considering the influence of community, school, and family context

Emulating the example of Christ-like service

As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

Providing nurturing environments, services, and programs

Demonstrating understanding of central concepts

Demonstrating understanding of how individuals develop

Meeting the needs of a diverse student population

Using technology to enhance communication and student learning

As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through:

Demonstrating intellectual curiosity, critical thinking, and strategic decision-making

Using theory, based on scientific research, to enhance pedagogical and professional practice

Using formal and informal assessments to make informed professional decisions

Reflecting on professional practice

As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

Collaborating with peers and consulting with professionals

Demonstrating professional, legal, and ethical responsibilities

Participating in opportunities to achieve professional excellence

Recognizing the value of health and a commitment to a lifestyle of wellness

Demonstrating appropriate communication skills

## university policies and additional syllabus information

Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click [here](https://docs.google.com/document/d/1pEBbTrF5UsoJypdixdaMwEKfer37SA3ExlJQYinpJPk/edit). Be aware that you will be accountable for the provided information.

**Standards:**

**Update 8.2022**

<https://docs.google.com/spreadsheets/d/1lxdfXKWxUhX7I8nl9ffBjyktRV0fBW7b/edit?usp=sharing&ouid=112375850204400769411&rtpof=true&sd=true>

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| **TNEPP Literacy**  **Standards** | **Course Name and Description** | **Course Key Assessments and/or Assignments** | **Clinical Experiences and Key Assessments** |
| **4.13 Educator candidates shall:**  **Provide appropriate and scaffolded language and literacy instruction for students with disabilities to provide equitable access and participation.** | EDCI 567 Curriculum and Strategies for Children with Learning Differences | EDCI 567: “Understanding and Accommodating Student’s with Dyslexia” |  |
| **5.1 Educator candidates shall:**  **Implement universal screeners to identify students who may be at-risk for significant reading deficiency or who have a significant reading deficiency and who require further assessment and intervention.** | EDCI 567 Curriculum and Strategies for Children with Learning Differences | EDCI 567  \* Assessment Module  -Woodcock-Johnson Test of Academic Achievement  -Wide Range Achievement Test |  |
| **5.9** Educator candidates shall:  Interpret foundational literacy skills assessment data effectively in order to reflect upon design, and re-design evidence-based interventions that are appropriate for at-home instruction. This includes providing families with information, ideas, and no-cost resources to support students’ areas of need at home. | EDCI 567 Curriculum and Strategies for Children with Learning Differences  EMAT 559 Response to Intervention | EDCI 567  Assessment Module  -Woodcock-Johnson Test of Academic Achievement  -Wide Range Achievement Test  -Writing a Modified IEP |  |
| **Standard 7**  **To ensure that students can effectively access reading instruction, educator candidates must demonstrate knowledge of core concepts of trauma informed teaching and learning, such as brain development and architecture, toxic stress, “serve and return” interaction, and resilience. This includes but is not limited to: Adverse Childhood Experiences (ACEs), strategies for self-regulation, and secondary traumatic stress.** | EDCI 567 Curriculum and Strategies for Children with Learning Differences | EDCI 567  \* Completion of ACES Screening Instrument with Reflection | EDCI 567  \* Guest Presentation – Trauma Informed Education dealing with Adverse Childhood Experiences; ACES |
| **Standard 8**  To ensure students can effectively access reading instruction, educator candidates must demonstrate knowledge of trauma-informed discipline practices, including practices such as:  8.1. Effective and engaging instruction and classroom/behavior management.  8.2. Accomplishing school discipline by preventing misbehavior before it occurs and using positive, safe, and respectful interventions after it occurs.  8.3 Holding students accountable without compromising school safety, respect, and dignity.  8.4 Using disciplinary actions that foster awareness of behavioral patterns and trigger and restore relationships with peers and adults in the school community.  8.5 Building positive relationships with students and referring students to appropriate mental health supports when needed.  8.6 Understanding the potential effects of adversity and trauma on student behavior and considering the reasons behind negative behaviors when determining disciplinary action.  8.7 Avoiding re-traumatizing students by eliminating the use of potentially traumatic, violent, or shaming disciplinary practices.  8.8 Offering students an opportunity to learn from their mistakes to re-engage the student in learning. | EDCI 567 Curriculum and Strategies for Children with  Learning Differences | EDCI 567  4.3 video, “Promoting Social, Emotional, and Behavioral Development”  4.6 Behavior Contracts  4.6 “Stop and Think” Assignment  4.4 “Adapt Academic Performance Inventory”  4.8 “Exercise for Teacher, Obsessions and Compulsions”  Read article on “Adverse Childhood Experiences” (ACE)  4.11 “Behavior Strategies” on Reach Website  4.9 “When the Chips are Down” |  |

Pull from <https://docs.google.com/spreadsheets/d/1GlIWOFr3yi5RxtzhS6CnQqLWnNKQW48l/edit?usp=sharing&ouid=105783840547255390042&rtpof=true&sd=true>

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| **Standard** | **Assignment** |
| **InTASC** | |
| Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | Write a Modified Individual Educational Plan or Accommodation Plan |
| Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | Read “Learning Disability Handbook” |
| Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | Watch video “When the Chips are Down” |
| Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | Modified Accommodation/IEP Plan |
| **K-5 SPA** | |
| 1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. | 5.7 Administering the “Gesell Developmental Assessment” |
| 3.a – Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs. | 3.6 How to administer the Woodcock-Johnson Test of Academic Achievement and Wide Range Achievement Test |
| 3.b – Candidates use assessment results to improve instruction and monitor learning. | 3.1 Assessing Students for Instruction |
| 3.d – Candidates differentiate instructional plans to meet the needs of diverse students in the classroom. | Modified Accommodation/IEP Plan |
| **K-5 Literacy** | |
| 1.1a. Cognitive, linguistic, motivational and sociocultural foundations of reading, writing, speaking, and listening development; | 5.6 “Assessing and Teaching Language” |
| 1.1b. Students’ literacy development from birth through high school; | 5.6 “Assessing and Teaching Language” |
| 1.1c. Students’ cultural and linguistic (e.g., different dialects, languages other than English) histories as a resource for literacy development and instruction; |  |
| 1.1d. Developmentally appropriate instructional practices that are responsive to diversity of all forms and that support equitable learning opportunities and success of all students; |  |
| 1.1e. Oral language as a basis for reading development, including knowledge of students’ dialect or different language characteristics (including students who are unable to use and/or access spoken language), and language processing skills (including phonology, orthography, syntax, semantics, and discourse level skills); | 5.6 “Assessing and Teaching Language” |
| 1.1f. Foundational skills (including phonological awareness, phonemic awareness, fluency, decoding, and vocabulary development), word level skills, vocabulary knowledge and acquisition, and knowledge of text craft and structure (including literary, persuasive, and informational); | 5.2 Watch video “Understanding and Accommodating Students with Dyslexia” |
| 1.1g. Ways to traverse diverse and complex texts, including traditional print texts and digital texts, selecting texts that are representative of diverse cultural and linguistic experiences of students; and |  |
| 1.1h. How to integrate knowledge and ideas across texts, through reading comprehension of texts, when composing texts, and when demonstrating understanding through speaking and writing | 6.3 Read “Reading Comprehension Strategies” book. |
| 2.1. Demonstrate and apply knowledge about individual development in language and literacy, including identifying and responding to the uniqueness of each student. | 5.6 Assessing and Teaching Language |
| 2.2. Demonstrate and apply knowledge of language diversity as a source of strength in society to be encouraged and not discouraged. | Taking test in your own language assignment |
| 2.3. Identify differences between students progressing successfully toward literacy and those who are not progressing, including their personal experiences and dispositions (e.g., poverty, poor or unsuccessful experiences with reading), and their access to books and exposure to high-quality instruction, and implement instruction responsive to these differences. |  |
| 2.4 Ensure that all students have access and exposure to complex, grade-appropriate text and avoid “leveling” (the practice of matching students to texts based on their measured reading proficiency level) because it can slow the learning of struggling readers by confining them to overly simple, below-grade-level texts. | Reading textbook “Teaching Students with Learning Problems” |
| 2.5. Use a range of texts, including print and digital, to provide a wide range of reading choices for students, and incorporate texts that represent students’ existing knowledge, interests, and cultural diversity. |  |
| 2.6. Incorporate disciplinary and instructional texts representing diverse students, multiple genres, perspectives, and media necessary to prepare all students for literacy tasks for the 21st century. | Strategies for Teaching ESL Presentations |
| 2.7. Establish literacy learning classroom environments that enable multiple classroom organizations, including those that support individual and collaborative learning, and promote peer-to-peer interaction. |  |
| 2.8. Demonstrate the ability to help students participate as knowledgeable, reflective, creative, caring, respectful, and critical members of a variety of literacy communities (e.g., home, classroom, school, workplace, and community), and within globally and digitally connected communities. |  |
| 2.9. Position students as knowledgeable and valuable contributors of information (e.g., cooperative speaking opportunities, brainstorming discussions), which allows all students to participate, regardless of their speaking or writing proficiency. | React in writing and discussion to the “When the Chips are Down” video with your classmates. |
| 2.10. Utilize routines and structures that prompt frequent language interactions (e.g., turn and talks, quick writes). | 5.1 Answer discussion questions by responding to the professor and two students |
| 2.11 Utilize routines and structures that encourage students to decode text systematically rather than to guess at its meaning using “cueing” methods such as “MSV” (meaning, syntax, visual) that divert attention from the words themselves. | 5.2 Understanding and Accommodating Students with Dyslexia” |
| 2.12. Create a physical environment that presents varied language representations (e.g., images, charts, lists, poems) and that provides resources that support students’ language and literacy development (e.g., anchor posters, word walls, picture or print dictionaries). |  |
| 4.1. Use content knowledge about literacy to support literacy instruction and assessment that incorporates all students’ literacy strengths and needs. | 5.8 Assessing and Teaching Reading |
| 4.2. Set measurable and explicit goals for literacy according to knowledge about each student. |  |
| 4.3. Provide scaffolded instruction that supports students’ strengths and access to grade-level standards while addressing their instructional needs. | 2.6 “Creating Responsive Learning Environment” |
| 4.4. Make evidence-based judgments, including what has not been working for a student and what might work more successfully, in order to support continuous individual literacy progress for all students. | 5.4“Accommodations for Students with Dyslexia”  5.5 Strategies for Students with Reading Problems” on Reach Website |
| 4.5. Enact evidence-based instructional practices (e.g., interactive think-aloud and modeling, asking varied and high quality questions, scaffolding within gradual release of teacher responsibility procedures) that build a wide range of strategies for comprehending, interpreting, evaluating, and appreciating texts while promoting motivation and active engagement in reading and writing. |  |
| 4.6. Enact evidence-based instructional strategies (e.g., scaffolding the writing process) and practices that help students employ a wide range of strategies to write and communicate effectively with different audiences for a variety of purposes. | 6.8 Assessing and Teaching Written Expression. |
| 4.7. Enact evidence-based instructional strategies that teach and reinforce reasoning, strategic problem-solving, and metacognition within reading and writing. | 3.4 “Accommodations and Teaching Strategies for Students with Dyslexia” in Learning Disabilities Handbook. |
| 4.8. Analyze texts for complexity, quality, and alignment to instructional goals and student readiness; select a wide range of appropriately complex texts. |  |
| 4.9. Engage and support students in reading a wide range of complex texts in print, digital, and multiple media formats. | 7.2 Read “Learning Strategies, Content and Study Skills”  3.4 Read “Triennial Psycho-educational Evaluation Report” |
| 4.10. Engage students appropriately with disciplinary texts so that they are able to critically evaluate key ideas and details, work with the varying craft, structure, and complexity of disciplinary texts, and integrate knowledge and text details as they build conceptual knowledge. |  |
| 4.11. Create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students with particular attention to students’ diverse cultural and linguistic resources. | 3.1 Assessing and Teaching Students for Instruction |
| 4.12. Provide appropriate and differentiated language and literacy instruction for students whose first language is not English so that they can be successful academically (e.g., develop understanding of the content across the curriculum) while they learn English. | 3.1 Find the student reading level |
| 4.13. Provide appropriate and scaffolded language and literacy instruction for students with disabilities to provide equitable access and participation. | 5.6 Assessing and Teaching Language |
| 4.14. Employ instructional grouping arrangements (e.g., individual, pairs, small groups, whole group, ability based, interest, instructional need) in ways that maximize students’ growth in literacy. | 5.5 Reading Strategies on the Reach Website. |
| 5.1. Implement universal screeners to identify students who may be at-risk for significant reading deficiency or who have a significant reading deficiency and who require further assessment and intervention. | 5.2 Understanding and Accommodation Students with Dyslexia. |
| 5.2. Implement foundational literacy skills assessment and evaluation tools appropriately and for different purposes to inform literacy instruction and intervention, including diagnostic assessments (“Diagnostic” or “Survey Level Assessment”) and progress monitoring assessments. | 5.4 Screening for Reading Based Disabilities in Learning Disabilities Handbook |
| 5.2 a. Universal Screener assessment – assessments or subtests that are valid, reliable, fair, nationally normed, and backed by scientifically based reading research. These assessments are a brief procedure designed as a first step in identifying students who may be considered at-risk of academic failure, including: students who possess a significant reading deficiency and who are in need of further diagnostic- or survey-level assessment and additional interventions; students in need of additional remediation; and students who may benefit from enrichment. These assessments are not used to diagnose specific skill gaps; rather, these assessments help to identify children who need diagnostic assessments, as well as children who may require supplemental intervention and/or enrichment. Screening assessments should be relatively fast and efficient to administer. | 5.4 Screening for Reading Based Disabilities in Learning Disabilities Handbook |
| 5.2b. Diagnostic Assessment (“Diagnostic” or “Survey Level Assessment”) – Assessments for better understanding student skill development needs, building upon Screener results to provide in-depth analysis of specific reading deficiency that can be used to prescribe interventions. | 5.2 Understanding and Accommodation Students with Dyslexia. |
| 5.2c. Progress Monitoring assessment- Progress monitoring is used to assess students' academic performance, to quantify a student’s rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Unlike Screeners, Progress Monitoring Assessments must be sensitive to growth and require multiple forms. These assess students’ specific reading skills and have a direct, reliable, and valid relationship to Diagnostic and Screener Assessments to show progress on shared measurement areas. | 3.1 Assessing Students for Instruction |
| 5.3 Select and implement additional literacy assessment and evaluation tools appropriately and for different purposes (e.g., curriculum-based, formative or benchmark, and summative or outcome) to inform literacy instruction and intervention. | How to give the Woodcock- Johnson Test of Academic Achievement  How to give the Wide Range Achievement Test |
| 5.4 Describe how literacy assessment connects to and supports planning appropriate and differentiated instruction within the classroom and within the RTI2 framework and in accordance with T.C.A. § 49-1-229. |  |
| 5.5 Select and implement valid, reliable, and appropriate assessments to obtain information on student language acquisition and literacy development; select assessments that are free from explicit or implicit cultural bias. | 5.9 What do reading levels mean? |
| 5.6 Select and implement diagnostic assessments to identify students’ literacy strengths and needs in areas of knowledge and vocabulary development, text comprehension, and skill and strategy development. | 6.3 Reading Comprehension Strategies |
| 5.7 Analyze students’ cultural and experiential differences through a critical analysis of diagnostic data to identify what students understand about the literacy tasks, such as comprehending texts, and how they come to those understandings (information and strategies they are using). | 5.6 How kids feel when they take a test in another language, take “Foreign Language Test” |
| 5.8 Interpret literacy assessment data effectively in order to reflect upon, design, and re-design instruction and interventions according to the data. This includes making data-based decisions about providing explicit, systemic instruction with carefully applied scaffolds that are appropriate to address identified instructional goals. | Administer and Interpret the Woodcock Johnson Test of academic Achievement |
| 5.9 Interpret foundational literacy skills assessment data effectively in order to reflect upon design, and re-design evidence-based interventions that are appropriate for at-home instruction. This includes providing families with information, ideas, and no-cost resources to support students’ areas of need at home. | 6.3 Watch video on “Reading Comprehension Strategies” |
| 5.10 Communicate and present literacy assessment information effectively, in oral and written form, to various audiences (e.g., other professionals, administrators, students, and parents). | 6.2 Watch video “Teaching Reading”  3.4 Read and understand Triennial Psycho-educational evaluation report |
| 5.11 Communicate and collaborate effectively with peers, assessment team members, reading and other specialists to select appropriate assessments and interpret data to inform instructional planning for students experiencing literacy difficulties. | 3.4 Read and understand Triennial Psycho-educational evaluation report |
| 5.12 Communicate and collaborate effectively with reading and bilingual specialists to design, implement, and interpret data from appropriate assessments for English Learners. | Strategies for Teaching ESL Presentations  Modified Accommodation/IEP Plan |