

Western Kentucky University
College of Education and Behavioral Sciences
School of Teacher Education
Syllabus Outline
Spring 2016

LTCY 523—Diagnostic Reading Procedures for Classroom Teachers

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Prerequisites: LTCY 519

Course description: Emphasizes practical methods of reading appraisal, diagnostic procedures, and materials essential for developing teaching strategies in reading instruction.

Rationale: LTCY 523 examines theory and practice related to literacy instruction, specifically the diagnosis of strengths and weaknesses associated with the reading and writing processes and the planning of instruction based on assessments. Emphasis on elementary, middle, secondary, or adult education areas is provided according to student interest. This course provides clinical experiences that will broaden your overall perspectives in the field of lifelong literacy learning.

Required texts:

- Lipson, M.Y. & Wixson, K.K. (Eds.). (2010). *Successful approaches to RTI: Collaborative practices for improving K-12 literacy*. Newark, DE: International Reading Association.
- Kentucky Core Academic Standards (KYCAS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
 - If you teach in an elementary school, you will need the standards for K-5. If you teach in a middle or high school, you will need the standards for 6-12.
 - KYCAS can be downloaded from KDE or the Common Core State Standards (CCSS) Initiative website. The document from CCSS is easier to read.
 - From CCSS: <http://www.corestandards.org/> (Click on English Language Arts Standards in the maroon bar. It is below the Mission Statement. Elementary school is pages 9-33. Middle/high school is 34-66.
 - From KDE:
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents +and+Resources/Program-of-Studies> (Click on Kentucky Core Academic Standards - English Language Arts. Elementary school is pages 17-44. Middle/high school is 430-456.
- Other readings as assigned

Course Components, Policies, and Grading

Course disposition statements

- The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional development practices for self and colleagues.
- The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.
- The teacher is committed to using assessment to identify student strengths and promotes student growth rather than to deny students access to learning opportunities.
- The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Technology

Our course will be conducted using [Blackboard \(https://blackboard.wku.edu\)](https://blackboard.wku.edu). Students MUST access to Blackboard to participate in this course. Course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard.

If you are new to Blackboard, visit the [IT Video Tutorial website](#) for helpful videos on how to use Blackboard. After clicking on Blackboard, you will find a menu of instructional video tutorials for various Blackboard tutorials.

Managing student technology is the sole responsibility of the student. "Technical difficulties" is not an excuse for late assignments or failure to turn in assignments.

Communication

Students MUST utilize the WKU e-mail account provided by the University to receive communication from the instructor. If you need assistance with either Blackboard or WKU e-mail, contact the IT Help Desk (270-745-7000).

Some questions and issues cannot be addressed in an e-mail. If that is the case, schedule an office appointment.

Submission of Assignments

Keep an electronic copy of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with you.

ASSIGNMENTS MUST BE SUBMITTED as specified. Specific submission information for

individual assignments is given with the assignment. If assignments are not submitted as specified, no credit can be earned.

Remember to contact me within 24 hours of an assignment's due date if you upload the wrong document/assignment to Blackboard. If you do not, you are fully responsible for the result of your incorrect uploading (no credit earned).

APA (latest ed.) guidelines must be used for all assignments. This includes the use of 12-point, Times New Roman font and one inch margins for documents. Failure to do so will result in a reduction of the assignment's grade.

NAMING DOCUMENTS: Be sure to keep document names short and without special characters. Document names should be no longer than fifteen characters and should contain no special characters such as ampersands, quotation marks, commas, or colons. Lengthy document names and special characters can lead to the inability to open documents, document errors/difficulties in Blackboard, and or document errors/difficulties in the Electronic Portfolio System.

Proofread! Do not turn in a draft of your work. All work must be proofread for proper grammar, spelling, mechanics, and accuracy. Use of the proper conventions and mechanics of writing is part of each assignment's grade. The WKU English operates a Writing Center that offers free services to students wishing to improve their writing skills. For more information, visit their [Web site \(http://www.wku.edu/writingcenter/index.php\)](http://www.wku.edu/writingcenter/index.php).

It is expected that ALL assignments be turned in on their due dates. Late assignments will be penalized as follows: 10% for EACH consecutive day after due date. Assignments will NOT be accepted more than one week late.

Exceptions to the late policy will only be made for extreme, extenuating circumstances such as a serious illness. Documentation will be required.

Plagiarism Policy

Academic integrity is of paramount importance to this university and the teaching profession. Plagiarism is defined in the [Catalog of WKU](#) as follows:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

In other words, do not copy from others and claim credit. Do not simply "cut and paste" from on-line sources. Cite your sources. If you make a direct quote, use quotation marks.

Plagiarism is a serious issue and will not be taken lightly. The act of plagiarism is unprofessional and will result in the loss of all your professionalism and participation points and all points for the assignment in which plagiarism occurred. At the instructor's discretion, a failing grade for the class may be assigned. [Please read about avoiding plagiarism.](#)

Incompletes

According to the online [Catalog of WKU](#) :

A grade of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. A grade of "X" received by an undergraduate student will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer term excluded.) An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A grade of "X" received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer term excluded). A student should work with the instructor who assigned the incomplete on an independent basis in order to complete the necessary assignments. The grade of "X" will continue to appear as the initial grade on the student's transcript, along with the revised grade. A grade of incomplete is not used under any circumstances as a substitute for "F" or "W."

Disability Accommodations Statement

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. If you require accommodations, it is your responsibility to schedule a meeting with the instructor at the beginning of the semester.

Course Evaluation/Grading Scale

It is expected that you will read and reflect on required course readings prior to each specific assignment. Selected course readings will help you develop the knowledge and theoretical base needed for assessment.

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****Remember:** You must upload your Critical Performance to your [Electronic Portfolio](#) before a final grade can be posted. If you do not complete and correctly upload your Critical Performance to your portfolio, an Incomplete will be posted for your final course grade.**

Total Points Available = 400

A = 372-400 (93%-100%)

B = 340-371 (85%-92%)

C = 308-339 (77%-84%)

D = 280-307 (70%-76%)

F = 279 or below (69% or below)

Assignments

Summary descriptions of assignments are listed below. More specific information about assignments will be provided during the course on Blackboard. Other items, such as professional articles, will be posted on Blackboard under "Content" and discussions under "Discussion Board." Due dates and points per assignment are listed on the course calendar.

Professionalism, Participation, and Collegiality (30 points)

Professionalism is a requirement of all educators. It is usually demonstrated by a set of behaviors which indicate your commitment to your profession. Active participation through e-mail, discussion boards, and other course elements is mandatory. Professionalism is expected with regard to your electronic communications to your peers and to the professor. Your communications should be polite, professional, and prompt. You are required to check your e-mail, check Blackboard for announcements, explanation of assignments, recommended resources, etc., and respond and discuss the discussion board prompts. Points for participation and professionalism will be posted at the end of the semester.

Introductory Reading and Response Assignment (50 points)

In a four- to five-page paper, respond to the following prompt:

Ch. 1 and 10 discuss what RTI is and ways that schools can implement it. After reading these chapters and understanding the significance of RTI, identify your personal areas of strength in both literacy instruction and assessment in the classroom. What areas of need do you consider most important for you to address in order to be a more evidence-based, effective reading teacher/educator? Develop and explain at least three specific goals with respect to literacy assessment for yourself in this course. If you are currently working in a school, you may also address goals that incorporate collaboration or leadership roles within your school.

Your paper should be double-spaced, using 12-point Times New Roman font. Submit your paper as a document (.doc, .docx, or.rtf) via Assignments on Blackboard by the date listed on the Course Calendar.

Discussion Boards (120 points)

To facilitate students' ability to become reflective educators and decision makers and to construct meaning for an understanding of the interrelationships and application of educational theory into classroom practices, students will engage in Discussion Board entries responding to the assigned prompt about selected readings. The purpose of this assignment is to allow students to reflect, explore and dialogue with the course instructor and with each other concerning topics and issues discussed in the course or as these issues relate to the experiences of the student.

For each Discussion Board prompts, each group member will post an initial response to each prompt. Then, all members will participate in a discussion by responding to others' posts. At least TWO follow-up responses must be made for each Discussion Board (except the final Discussion Board). Scoring will be based on initial responses and participation in follow-up discussions. Responses and follow-up should include specific references to the course text or other outside readings (cite all references, APA style). Review the rubric for more information.

Please note this important tip: If you take too long to type your response in the textbox, when you click "submit," you will get an error message. When you click "back" in your browser window, your work is gone. Instead of allowing this to happen, open a Word file and type your response in Word. Then copy and paste your response in the textbox on the discussion board. This way you won't lose your work. Caution: Cut and paste your text; do not upload the Word document. Write your response directly to the Discussion Board.

School Data Report and Analysis (50 points)

You will analyze the most recent Kentucky Interim Performance Report (IPR) and No Child Left Behind (NCLB) Adequate Year Progress (AYP) Report from your school of employment. If you are in Kentucky but not currently employed at a Kentucky K-12 school, then you may choose any of the schools listed on the KDE CATS archive page for this assignment. If you are in another state, use the equivalent testing date/report for your state. Details of assignment can be found in Blackboard.

Annotated Bibliography (50 points)

Locate and read carefully a series of four (4) high-quality, scholarly resources that support exemplary, research-based instructional practices for differentiated literacy instruction.

Resources may include book chapters, books, journal articles, and Web sites. Resources must be substantive, that is, not articles that are 2 to 3 pages long or a single Web page. *Be sure your resources are specific to literacy.* Each resource must include an annotation with a description/summary and a critique of the resource (approx.. 1 page per resource). The

bibliography must use APA style (latest ed.). You will lose points if APA style is not followed. Resources for APA include:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796
- <http://www.wisc.edu/writing/Handbook/DocAPA.html>
- <http://www.psywww.com/resource/apacrib.htm>

Classroom Assessment and Differentiated Instruction (100 points)

This is the Critical Performance (CP) for the course. You must complete and submit the CP to your Electronic Portfolio before the final grade for the course is posted.

The CP is submitted in parts throughout the semester. At the end of the semester, all the parts must be compiled into one continuous document for submission to the Electronic Portfolio.

A full description of the CP is posted on Blackboard.

Websites/Online

http://wps.prenhall.com/chet_stiggins_student_6e/

Kentucky Department of Education: <http://www.kde.state.ky.us/>

International Reading Association: <http://www.reading.org/>

Thinkfinity: <http://www.thinkfinity.org>

American Educational Research Association: <http://www.aera.net>

Books

Bailey, A.L. & Heritage, M. (2008). *Formative assessment for literacy K-6*. Thousand Oaks, CA: Corwin Press.

Brozo, W.G. (2011). *RTI and the adolescent reader: Responsive literacy instruction in secondary schools*. Newark, DE: International Reading Association. New York, NY: Teachers College Press.

Caldwell, J.C. (2008). *Reading assessment: A primer for teachers and coaches*. New York, NY: Guildford.

Conley, M.W. (2005). *Connecting standards and assessment through literacy*. Boston, MA: Pearson.

Flood, J., Lapp, D., Squire, J.R., & Jensen, J.M. (Eds.). (2003). *Handbook of research on teaching the English language arts* (2nd ed.). Mahwah, NJ: Erlbaum.

Joint Task Force on Assessment of the International Reading Association & the National Council of Teachers of English. (2010). *Standards for the assessment of reading and writing (Rev.)*. Newark, DE: International Reading Association & National Council of Teachers of English.

Kamil, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (Eds.). (2000). *Handbook of reading research* (Vol. 3). Mahwah, NJ: Erlbaum.

Marzano, R.J. (2010). *Formative assessment & standards-based grading*. Bloomington, IN: Marzano Research Laboratory.

McAndrews, S.L. (2008). *Diagnostic literacy assessments and instructional strategies: A literacy specialist's resource*. Newark, DE: International Reading Association.

Opitz, M.F., Ford, M.P., & Erikson, J.A. (2011). *Accessible assessment: How 9 sensible techniques can power data-driven reading instruction*. Newark, DE: International Reading Association.

Paratore, J.R. & McCormack, R.L. (Eds.).(2011). *After early intervention, then what? Teaching struggling readers in grades 3 and beyond*. Newark, DE: International Reading Association.

Roberts, J.L. & Inman, T.F. (2009). *Assessing differentiated student products: A protocol for development and evaluation*. Waco, TX: Prufrock Press.

Tierney, R.J., Johnston, P., Moore, D.W., & Valencia, S.W. (2000). Snippets: How will literacy be assessed in the next millennium? *Reading Research Quarterly*, 35(2), 244-250.

Tomlinson, C.A. & Imbeau, M.B. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tovani, C. (2011). *So what do they really know? Assessment that informs teaching and learning*.

Journals

- *American Educational Research Journal*
- *American Psychologist*
- *Educational Research*
- *The Reading Teacher*
- *Journal of Adolescent and Adult Literacy*
- *Journal of Literacy Research*
- *Journal of Teacher Education*
- *Middle School Journal*
- *National Reading Conference Yearbook*
- *Reading Research Quarterly*
- *TESOL Quarterly*
- *The Journal of Educational Research*

