



SPED 525 – Intervention Support for Students With Dyslexia and Other Reading Disabilities Syllabus

Instructor: Leta Palmiter, Ed.S., CALT

Class Location: Asynchronous Online
Zoom Live on Tuesdays at 7 p.m. Central
Video available by Wednesday morning at 7 a.m. weekly.

Instructor's Office Hours: By Appointment
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**Note: This document and other class related materials are available at
<https://wku.blackboard.com/>*

Course Description:

SPED 525. INTERVENTION SUPPORT FOR STUDENTS WITH DYSLEXIA AND OTHER READING DISABILITIES. Characteristics of dyslexia and related learning disabilities with emphasis on assessment and data-driven decision making to design specialized, research-based instruction

Rationale: The vast majority of students with learning disabilities struggle in the area of reading and language. It is critical that special education teachers have the tools necessary to remediate these areas of difficulty through the use of explicit instruction. It is also imperative that English learners are provided with the literacy tools necessary to experience success.

Prerequisites: Graduate Status

Learning Outcomes:

Course objectives are part of a comprehensive program to meet both KY Teacher Standards and Council for Exceptional Children Advanced Standards. All course objectives (i.e., learning outcomes) must remain in place for all sections. Faculty may add to but not delete from this base list.

CEC Initial Standards	CEC Advanced Standards (2018)	Learning Outcomes	Assignments
1.0, 1.2, 3.1, 6.0, 6.2	2, 4	Understand the etiology of dyslexia and related learning disabilities and how it impacts learning	Midterm Exam Discussion Board Post

			Speech to Print Activities
3.1, 6.0	2, 4	Demonstrate knowledge of the phonological continuum and components of phonological processing, and remediation for deficit areas	Midterm Exam Speech to Print Activities
1.1, 3.1, 5.0, 5.1, 5.4, 5.6	1, 2, 3	Understand the structure of language and use appropriate scope and sequence to develop effective instruction that is explicit and systematic	Lesson Plan Sound Cards Speech to Print Activities
3.0, 3.1, 5.0	1, 2, 3, 6	Research and demonstrate knowledge of effective interventions for students with dyslexia and other disabilities in key areas of reading instruction including phonemic awareness, phonics, fluency, vocabulary, and comprehension	Speech to Print Activities Midterm Exam Resource Analysis
4.0, 4.2, 4.3, 4.4	1, 2, 3	Administer assessments and analyze results to determine strengths and areas of need	Lesson Plan Midterm Exam PM: Reading IRIS Module
3.2	1, 2, 3	Deliver instruction, collect and graph data, and use data analysis to refine instruction.	Progress Monitoring: Reading IRIS Module Lesson Plan
3.3, 5.2	2, 3, 4, 6, 7	Demonstrate knowledge of how dyslexia and reading disabilities impact learning in the classroom, and determine appropriate accommodations and modifications	Discussion Board Post Midterm Exam
7.0, 7.2, 7.3	3, 5, 6, 7	Accumulate available resources to share with parents, teachers, and other partners	IRIS Module FCRR and Reading Universe Resource Analysis
5.6	1, 2, 3, 5, 6, 7	Write goals and objectives for Individualized Education Programs	Midterm Exam Lesson Plan

Textbooks:

Moats, L. C. (2020). *Speech to print: Language essentials for teachers (3rd ed.)*. Baltimore, MD: Brooks. [Amazon Link](#)

Moats, L. C. (2020). *Speech to print: Language essentials for teachers- Workbook (3rd ed.)*. Baltimore, MD: Brooks [Amazon Link](#)

Spear-Swerling, L. (2022). *Structured Literacy Interventions: Teaching students with reading difficulties, grades K-6*. New York, NY: The Guilford Press. [Amazon Link](#)

Optional textbook(s):

Archer, A.L. & Hughes, C.A. (2011) *Explicit Instruction: Effective and Efficient Teaching* New York, NY: Guilford Press. [Amazon Link](#)

Blevins, W. (2017). *Phonics from A to Z: A practical guide*. New York, NY: Scholastic. [Amazon Link](#)

Additional Resources:

[IRIS](#)

[Reading Universe](#)

[The Meadows Center](#)

[Florida Center for Reading Research](#)

[International Dyslexia Association](#)

<http://www.kyvl.org/>

[WKU Blackboard](#)

WKU's Homepage <http://www.wku.edu/>
 KY Core Academic Standards- [accessed online](#)
 Vanderbilt University's Iris Center <https://iris.peabody.vanderbilt.edu/>

During the semester, students will be asked to use additional resources found online, in research journals, or podcasts.

Journal Articles:

- Barquero, L.A. & Cutting, L.E. (2016) Neurobiology and Reading Interventions: From Predicting Outcomes to Tracking Changes. *Perspectives on Language and Literacy*, 31-36.
- Hochman, J. C., & Wexler, N. (2017). One sentence at a time: The need for explicit instruction in teaching students to write well. *American Educator*, 41(2), 30-37. Retrieved from <https://wku.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/one-sentence-at-time-need-explicit-instruction/docview/1941335894/se-2>
- Joshi, R. M., Dahlgren, M., & Boulware-Gooden, R. (2002). Teaching reading in an inner city school through a multisensory teaching approach. *Annals of Dyslexia*, 52, 229-42. Retrieved from <https://wku.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/teaching-reading-inner-city-school-through/docview/62215389/se-2>
- Kearns, D. M., & Whaley, V. M. (2019). Helping students with dyslexia read long words: Using syllables and morphemes. *TEACHING Exceptional Children*, 51(3), 212-225.
 doi:<https://doi.org/10.1177/0040059918810010>
- Kilpatrick, D.A. (2020) How the Phonology of Speech is Foundations for Instant Word Recognition. *Perspectives on Language and Literacy*, 11-22.
- Lemons, C. J., Kearns, D. M., & Davidson, K. A. (2014). Data-based individualization in reading: Intensifying interventions for students with significant reading disabilities. *TEACHING Exceptional Children*, 46(4), 20-29. doi:<https://doi.org/10.1177/0040059914522978>
- McKeown, M. G. (2019). Effective vocabulary instruction fosters knowing words, using words, and understanding how words work. *Language, Speech, and Hearing Services in Schools*, 50(4), 466-476. Retrieved from <https://wku.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/effective-vocabulary-instruction-fosters-knowing/docview/2396842038/se-2>
- Morgan, P. L., Sideridis, G., & Hua, Y. (2012). Initial and Over-Time Effects of Fluency Interventions for Students With or At Risk for Disabilities. *The Journal of Special Education*, 46(2), 94–116. <https://doi-org.wku.idm.oclc.org/10.1177/0022466910398016>
- Petscher, Y., Cabell, S. Q., Catts, H. W., Compton, D. L., Foorman, B. R., Hart, S. A., . . . Wagner, R. K. (2020). How the science of reading informs 21st-century education. *Reading Research Quarterly*, 55 doi:<https://doi.org/10.1002/rrq.352>
- Scott, C. M. (2009). A case for the sentence in reading comprehension. *Language, Speech, and Hearing Services in Schools*, 40(2), 184-191. doi:[https://doi.org/10.1044/0161-1461\(2008/08-0042\)](https://doi.org/10.1044/0161-1461(2008/08-0042))

Major Course Topics:

- Characteristics of and explicit instruction for individuals with dyslexia
- Introduction of research in reading instruction for students with disabilities (SWDs) and English Learners (ELs)

- Structure of the English language
- Using appropriate scope and sequence for literacy instruction
- Vocabulary building strategies & use of technology to improve reading and writing skills for SWDs and Els
- Understand the language processing requirements of word reading and fluent passage reading with comprehension.
- Summarize the findings of major scientific consensus reports on the phases of learning to read and write and the nature of skilled reading.
- Using student work samples, interpret differences between good and poor readers in language use and language proficiency, both oral and written.
- Understand, produce, and memorize the vowel and consonant speech sounds of English, for the purpose of recognizing phonological confusions, selecting examples during instruction, and designing activities for student learning.
- Learn the most common vowel and consonant graphemes that represent English phonemes, and the position constraints or patterns that govern their use in orthography.
- Distinguish syllables from morphemes in speech and print, decompose morphologically complex words into their structural elements, and become familiar with a general progression for morphological awareness instruction.
- Understand the relationship between sentence meaning and sentence structure, and review ways to explicitly teach how sentences work.
- Understand the concept of deep lexical quality in word learning, and the many ways that word relationships can be emphasized in vocabulary instruction.
- Identify the linguistic devices that connect phrases and clauses within sentences and between sentences, and how they can be taught to support comprehension.
- Use multiple strategies to maximize student gains in reading comprehension for SWDs and ELs in a multi-tier model or Response to Intervention model.
- Behavioral strategies to improve engagement and student motivation.
- Implement flexible grouping patterns: one-on-one, small group, and whole class literacy instruction.
- Use data and student feedback to guide literacy instruction.
- High-leverage and evidence-based practices in special education
- Writing strategies for SWDs
- After completing this course, students should be able to: Describe ...Explain ...Demonstrate ...Analyze ...
 - Causes of reading difficulties
 - Nature and purpose of diagnosis, formal and informal
 - Emergent literacy factors
 - Comprehensive reading intervention
 - Structure of the English Language
 - Strategies for improving classroom reading instruction
 - Technology and reading

Students will master various techniques, strategies, curriculum and literacy models, and programs for promoting maximum development of children including, appropriate intervention methods for students with special needs, interdisciplinary instruction, strategies for facilitating cooperative and independent learning, study skills and decision-making skills.

Description of Course Assignments:

Further instructions about all assignments and grading will be provided during class and/or on Blackboard.

Professionalism: Professionalism is a critical part of the teaching career and therefore will be factored into your grade in this course. Your professionalism includes but is not limited to completing course surveys, checking and interacting with BlackBoard, writing and responding to emails, communicating appropriately with the professor about extenuating circumstances and assignment extensions, and interacting respectfully with peers.

Discussion Board Postings: There will be two assigned readings from a choice of journal articles at two points in the semester. Please post substantial, well thought-out responses to the prompt about the reading. Additionally, students are required to interact with classmates in a quality discussion about the given topic or scenario at least two (2) times, for a total of at least 3 quality contributions to the discussion topic. All written work is to be completed in a professional manner. It should be typed and free of grammatical and spelling errors. The ideas developed in your written work should be clearly introduced, described, supported, and applied.

The ABC Approach: After posting your initial response, read other postings and post a response to at least two classmates. Use the following ABC Approach when writing your reply posts.

- a. Acknowledge your classmates' posts.
- b. Build upon these posts by providing additional details, statistics, ideas, perspectives, or links to interesting, relevant articles.
- c. Conclude with a question or new idea to further stimulate the discussion.

International Dyslexia Association Resource Analysis: In this assignment, students will navigate the IDA website to discover the various free resources available for parents, students, and teachers. Each student will select one fact sheet that they find relevant for the creation of Individualized Education Programs (IEPs) or to support the families they serve.

To complete the assignment, students are required to post a summary of their chosen fact sheet on the discussion board. They should explain why the selected resource would be beneficial in their specific setting and discuss potential applications of the resources. Additionally, students must actively participate in the discussion by providing constructive feedback on two of their peers' posts. (ABC)

FCRR Resource Analysis: Students will explore the Florida Center for Reading Research website to learn what ready-to-use, free resources are available to them for lesson planning. Students will choose one printable activity that addresses phonological awareness and one activity that addresses fluency. To complete the assignment, students are required to post a summary of their chosen resource on the discussion board. They should explain why the selected resource would be beneficial in their specific setting and discuss potential applications of the resources. Additionally, students must actively participate in the discussion by providing constructive feedback on two of their peers' posts. (ABC)

Reading Universe Resource Analysis: In this assignment, students will delve into the Reading Universe website to discover a variety of ready-to-use, free resources for their lesson planning needs. After exploring the site, each student will write a post on the discussion board, sharing what they found most helpful and how they plan to implement the resource in their teaching.

Furthermore, students should raise any questions they still have about the subject matter to foster meaningful discussions. They must also explain the benefits of their chosen resource in their specific teaching setting. Active participation is crucial, and each student is required to provide constructive feedback on two of their peers' posts. Engaging with classmates' insights will enrich the learning experience for all participants. (ABC)

Sounds Cards: Students will practice correct letter-sound pronunciation using sound cards. They will upload a student-friendly video to BlackBoard of them making correct letter sounds with the corresponding keywords. Also included in their video will be some simple dictation exercises.

Speech to Print: Assignments from the workbook will be part of ongoing weekly assignments. There are many exercises and activities to support student mastery. Though ungraded, these will support student knowledge for Chapter quizzes and Midterm exam.

Lesson Plans: Students will write two lesson plans during the semester. The first lesson plan will be on **phonics** and the second lesson plan will be on **comprehension**. Lesson plans will include hypothetical student demographic information, IEP goals, progress monitoring data, state standards, formative and summative assessment plans, modeling, guided practice, and independent practice.

Midterm Exam: The midterm exam provides the opportunity to demonstrate mastery of concepts. Information on the exam will come from assigned readings, course lectures, and course assignments.

Progress Monitoring IRIS Module: Students will complete the online IRIS module for Progress Monitoring: Reading. Following the online training, students will complete the online assessment and upload their responses to Blackboard.

Watching Lectures: Students will be awarded one point for each lecture that they watch in its entirety. Students should watch each lecture during the week that it is posted because it will contain important information relating to assignments that are due. Metadata from Brightspace may be used to calculate grades at the end of the semester.

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Professionalism	5	On-going
Watching Lectures	10	On-going
Survey of Language Knowledge	10	August 23, 2023
IDA Resource Analysis	5	September 5, 2023
Reading Universe Analysis	5	September 26, 2023
FCRR Resource Analysis	5	October 17, 2023
Discussion Board Response to Articles (5 x 2)	10	Sept. 12 & No. 7
Sound Cards	10	September 19, 2023
Speech to Print (5 quizzes)	25	Sept. 19, 26, Oct. 17, 24, 31
Midterm Exam	15	October 10, 2023
Lesson Plans (10 x 2)	20	October 24 & November 14
IRIS Module	5	October 31, 2023
Final Exam	15	November 28
TOTAL	140	

Grade scale:

A = 93-100% (126+ pts)

B = 80-92.9% (112-125 pts)

C = 70-79.9% (98-111 pts)

D = 60-69.9% (84-97 pts)

F = <59.9% (less than 84 pts)

Regular and Substantive Interaction:

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly synchronous sessions with faculty and students,
- Faculty participation in weekly discussion boards,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

E-Mail Communication

You are expected to check the course blackboard site and your email daily for class notifications/updates. If you do not read the announcements on the course site and your email, you will not be up to date on any changes or assignment instructions and clarifications. Failure to read the announcements on the course site or your emails will not be an acceptable excuse for late assignments. All emails will be sent to your WKU email address. Check with the help desk if you want to have your email forwarded or changed. Not replying to emails could cause point reductions for professionalism.

Allow me 24 hours to respond to your emails. I generally do not respond to emails at night or on the weekends. Please be mindful about respectful email communication. Do not use texting abbreviations or casual slang in your emails. Use appropriate subject lines, greetings, and salutations in your email. When requesting a meeting, please use my calendly link to find a time for a conference. <https://calendly.com/illuminations22/conference-with-leta-palmiter>

Email communication is factored into the professionalism part of your grade. Visit this link for more guidance: <https://www.purdue.edu/advisors/students/professor.php>

Attendance and Participation Policy:

Timely participation and punctual assignments are important components to successfully completing this course. Any student missing the first week of the course with no log-on to the course materials may be dropped. Peers will interact and collaborate through discussion boards and virtual platforms.

Lectures will be recorded on Tuesdays and posted to BlackBoard. It is required that students watch every recorded lecture, as important information about assignments and content will be shared during this time. Though the lectures will remain available for the entire semester after they are posted, it's highly recommended that you watch the lecture during the week that they are posted.

Course readings will cover material that you must know for the midterm exam and to complete your assignments. The lectures supplement the content covered in the course readings; they do not replace it. You can choose to do the course readings before or after watching the lecture, but it is best to absorb the content from both sources within the same week.

Inclusion Statement:

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Due Dates/Late Policy:

Teaching is a profession that requires strong time-management skills. Submit assignments early to avoid technical issues. Questions about assignments can be asked before deadlines. Major life crises will be considered, but habitual unpreparedness may affect grades. Late assignments may result in point deductions or not be accepted. Notify the instructor in emergencies to avoid losing credit. A calendar is provided for flexibility, but deadlines are firm. Late assignments receive a score of zero. In case of technical issues, email the assignment before the deadline and submit it on BlackBoard when the problem is resolved.

Naming Files:

Name all files last name_first initial_assignment name

Communication Policy:

When referring to classroom observations, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. Please use person-first language. Person-first language means you always refer to a person first and the disability second. For example, "a student with dyslexia" is correct—"a dyslexic student" is incorrect. Professionalism points may be deducted for misuse of person-first language.

Professionalism Policy:

One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professional behavior is expected at all times and is reflected as part of your grade.

Course Adjustments

The instructor reserves the right to modify the course requirements, schedule, and syllabus. If changes are warranted, proper notice will be given to students. Adjustments made are designed to enhance the learning experience based on student need.

Plagiarism

Plagiarism, representing someone else's work as your own, is a serious offense. All students are required to submit their original work. Proper credit must be given to the original authors for any borrowed material. Directly copying content without attribution is strictly prohibited. Even paraphrased content without proper referencing is considered plagiarism. Violation of academic integrity, including plagiarism, may result in a failing grade and potential dismissal from the program. To ensure consistency and originality, student work may be subject to review.

[Read the full policy here.](#)

Limited or Specific Use of AI Permitted:

In general, I expect that the work you submit in this class will be your own. **While ChatGPT can be a valuable tool for revising and proofreading your work, it is essential to use it appropriately and ethically. ChatGPT should not be used to generate or compose original thoughts, ideas, or content on your behalf. Instead, its primary purpose is to assist in refining your existing work and enhancing its clarity and coherence. Always ensure that the ideas presented in your assignments are your own, and any improvements made using ChatGPT align with your original intentions. Improper use of ChatGPT to generate content may constitute plagiarism and can result in academic penalties. Embrace ChatGPT as a helpful tool for improving your writing while maintaining the integrity of your work.**

If you utilize tools, I will provide you with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>.

Audio/Video Recording Policy

Lectures are recorded and posted. The purpose of these recordings is for students in the course to watch or re-watch previous class sessions. These recordings are for educational use only and may not be shared without instructor permission. The instructor may use video recordings for purposes outside of this course.

Formatting:

Some papers and projects submitted in this course will be typed and formatted according to the *Publication Manual of the American Psychological Association* (7th ed.). If APA formatting is required for an assignment, it will be specified in the assignment description. While APA guidelines are integrated into the course, students are personally responsible for understanding and applying APA style. Proper use of APA conventions will contribute to the grade of relevant assignments. The APA Publication Manual is available for purchase at the campus bookstore, and students can also find information on citing electronic references at <http://www.apastyle.org/elecref.html>

Technology Management

All work must be typed unless otherwise noted. Word processing must be done either in Microsoft WORD .doc or .docx format. You have free access to MS Office 365 by using your WKU information. Visit the WKU Microsoft Office 365 website for details. Use your WKU email for all correspondence.

Student Disability Services

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Reading Support

The **WKU Center for Literacy** is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at literacy.center@wku.edu to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

Writing Center Assistance

The *Writing Center on the Bowling Green campus* will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu). The *WKU Glasgow START Center/Writing Center* will be offering writing tutoring sessions as well as in person. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

The Learning Center Peer Tutoring Services

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study

strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

Statement of Diversity

We value diversity and its positive impact on students and school success. Our course is designed on the belief that learning is a voluntary and personal commitment. The class will foster a community of scholars, embracing the richness of diverse perspectives and experiences. We uphold mutual respect, reject immoral, illegal, or unethical behavior, and honor each other's right to hold differing opinions.

Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

<https://www.wku.edu/sarc/>

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

Comparison of Council for Exceptional Children and KY Teacher Standards—See detailed description of standards at the following links:

<http://www.e-psb.ky.gov/mod/book/view.php?id=133>

[https://exceptionalchildren.org/sites/default/files/2020-09/Advanced Preparation Standards with Explanation.pdf](https://exceptionalchildren.org/sites/default/files/2020-09/Advanced%20Preparation%20Standards%20with%20Explanation.pdf)

CEC 2015 Advanced Standards (CEC, 2015)	KY Advanced Teacher Standards (EPSB, 2018)
1 - Assessment	2 – Designs/Plans Instruction 5 – Assessment 7 – Reflection
2 – Curricular Content Knowledge	2 – Designs/Plans Instruction 5 – Assessment 7 – Reflection 9 – Professional Development
3 – Programs, Services, and Outcomes	1 – Content Knowledge 2 – Designs/Plans Instruction 3 – Learning Climate 6 – Technology 10 - Leadership
4 – Research & Inquiry	3 – Learning Climate

	4 – Manages Instruction 10 - Leadership
5 – Leadership and Policy	3 – Learning Climate 4 – Manages Instruction 10 - Leadership
6 – Professional and Ethical Practice	3 – Learning Climate 5 – Assessment 9 – Professional Development 10 - Leadership
7 - Collaboration	8 – Collaboration 10 - Leadership

WKU College of Education and Behavioral Science Dispositions:

The Educational Professional Demonstrates the following:

Values Learning as evidenced by:

- Class Participation, Attendance, Class Preparation, Communication

Values Personal Integrity as evidenced by:

- Emotional Control, Ethical Behavior, Values Diversity, Values Collaboration

Values Professionalism as evidenced by:

- Respect for school rules, policies and norms
- Commitment to self-reflection and growth
- Professional Development and Involvement
- Professional Responsibility

Deficiencies in any of these areas may warrant a meeting with the professors. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.

Reid Lyon's ten maxims:

1. Almost all children learn to speak naturally; **reading and writing must be taught.**
2. Literacy begins at birth. It is rooted in early social interactions and experiences that include regular exposure to oral language and print. **Strong roots tend to produce stronger readers.**
3. **All good readers are good decoders.**
4. Fluent readers can instantly and accurately recognize most words in a text. They can read with expression and at an appropriate rate for their age. **Reading fluency requires comprehension AND it supports comprehension.**
5. Comprehension—the goal of reading—draws on multiple skills and strengths, including a **solid foundation of vocabulary and background knowledge.**
6. One size does not fit all: **use student data to differentiate** your instruction.
7. **Direct, systematic instruction helps students develop the skills they need to become strong readers.** Indirect, three-cueing instruction is unpredictable in its impact on word reading and leaves too much to chance.
8. **These maxims apply to English Learners/Emergent Bilinguals**, who often need extra support to bolster their oral language as they learn to read and write in a new language.
9. **We should support students who speak languages or dialects other than General American English at home**, by honoring their home language and by giving them expanded opportunities to engage with General American English.
10. To become good readers and writers, **students need to integrate many skills that are built over time.**

With appreciation to Kelly Butler, Claude Goldenberg, and Noel Gunther.

Contributors: Jane Ashby, Louise Dechovitz, Linda Diamond, Jan Hasbrouck, Kari Kurto, and Julie Washington.