CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Special Education

Special Education 502MME
Literacy Intervention for Diverse K-12 Students with Mild to Extensive Support Needs
[Day of week / Time]

Instructor:
Email:
Office visits:

Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among com munities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills.
2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
3. We value ethical practice and what it means to become ethical and caring professionals.
4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
6. We value creative, critical, and reflective thinking and practice.

Course Description

Restricted to candidates admitted to the Education Specialist Credential Program, ITEP, or the Dual Single Subject/Education Specialist Program. Prerequisites for ITEP and Education Specialist Credential Program: SPED 400 or SPED 541B, SPED 406;
Prerequisites for the Dual Single Subject/Education Specialist Program: EPC 420, SED 521

This course develops understanding of reading processes and the reading and written language problems of students with mild to extensive support needs. Emphasis is given to informal diagnostic assessment procedures and the application of instructional techniques to remediate identified areas of need. Evidence-based high leverage approaches to supporting the development of individualized interventions in writing, phonemic awareness, word decoding, fluency, vocabulary knowledge and reading comprehension are critically examined and applied. Students will engage in collaboration with a co-

teacher to plan, instruct, and assess a child with significant reading challenges in the clinical setting, and participate in consistent collaboration with the families of clinic students.

SPED 502MM includes a clinical component under the mentorship of the class instructor, that accounts for 20 hours of fieldwork. Teacher-candidates provide co-taught instruction for 10 weeks children from the community, collaborate with families and service providers, review IEP and school documents to plan, instruct, and assess literacy intervention, under the guidance of the instructor. Lessons are submitted for feedback prior to the session and candidates receive peer feedback for every lesson. The instructor observes at least twice over the course of 16 weeks with a debrief session and written feedback. Students served range from mild-extensive support needs in grades K-12.

Required Texts

California Dyslexia Guidelines: https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

Copeland, S. R., & Keefe, E. B. (2018). *Effective literacy instruction for learners with complex support needs* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Diamond, L. & Thorsnes, B.J. (Eds.) (2008) *Assessing reading: Multiple measures* (2nd ed.)*.* Novato, CA: Arena Press.

Goodwin, V & Spencer, S. (2015). Evidence-based reading intervention strategies for special educators. Palo Alto, CA: iBooks.
    This text is available to our students at no cost from Box. It is an iBook, and is best read on an iPad or on a Mac computer. There is also a PDF version for PC.

Informal Reading Inventory (IRI)
- If you took SPED 406:
    - Johns, J. (2008). *Basic reading inventory.* Dubuque, IA: Kendall/Hunt.
- Comparable Informal Reading Inventory with instructor's approval.
- If you don't have an IRI, please speak to the instructor. We often have copies available for loan.

Social Justice Standards: https://www.learningforjustice.org/frameworks/social-justice-standards?gclid=CjwKCAjwwsmLBhACEiwANq-tXCg4be4W87EYC3qQ7mriSEz7QDnT3BdmDYnSFu2moW_x_cBiXnv4lhoCBisQAvD_BwE

Students may receive and be held responsible for additional reading material provided during the semester.

Please check Canvas weekly for the most current list of required readings for each week.

Course Objectives

After completing this course students will be able to:

1. Demonstrate understanding of the underlying neurological, cognitive processes, and models that attempt to explain the process of learning to read and write for a broad range of students with literacy difficulties, including: dyslexia, learning disabilities, general reading disabilities, and students with extensive support needs.

2. Discuss and summarize research findings regarding factors related to diverse groups of struggling readers, the causes and correlates of reading disability, and the performance of struggling readers.
3. Administer, accommodate, and interpret a variety of informal reading assessments that are appropriate for diverse learners including across the continuum of literacy needs, and with consideration of cultural, ethnic, gender, or linguistic, or cognitive differences to plan individualized reading intervention.
4. Identify and collect student data in addition to assessment, including family interview and review of extant data (such as IEP documents and teacher reports) to plan individualized literacy assessment and instruction.
5. Demonstrate understanding of focused intervention and its role in increasing the literacy outcomes of students with a broad range of reading difficulties as identified by the National Reading Panel (phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension).
6. Demonstrate understanding of a broad definition of literacy, which includes reading/comprehending on a continuum from reading concrete objects to reading written words and how to teach emergent literacy skills to students with extensive support needs.
7. Evaluate and apply a variety of culturally-responsive pedagogical approaches to intervention including evidence-based high leverage practices and a structured literacy approach designed for students with a broad range of literacy difficulties.
8. Plan and implement one-on-one evidence-based literacy intervention to a student with reading and/or writing difficulties and then reflect on the efficacy of that instruction in collaboration with co-teacher and in consideration of formative data and observation data.
9. Demonstrate the ability to create short and long-term literacy goals that are responsive to the unique needs of the student, and which are systematically adjusted as needed to promote maximum learning.
10. Develop and demonstrate professionalism, responsibility, effective communication, and high-quality preparation with students, colleagues and parents in the clinical setting.
11. Coordinate, collaborate, co-teach, and communicate effectively with a co-teacher for planning, instruction, and assessment planning for successful student transitions.
12. Collaborate with families to support access to, and optimal learning experiences for students with a broad range of reading needs.
13. Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.

PERSON-CENTERED AND PERSON-FIRST LANGUAGE: The CSUN Department of Special Education believes that a person is more important than a disability. Accordingly, use of Person-First Language is the norm for both speaking and writing, for students and faculty. For example, "children with learning disabilities" is considered more appropriate than "learning disabled children." However, the

important principle in consideration of language is not using a correct formula, but rather respectful acknowledgement that personhood is valued above disability. This includes learning what the preferred language is for a particular person, and using language that aligns with how they self-identify. Many people prefer to self-identify other ways, and it is more important to respect each person's self-identification than to over-apply a standard when it is not wanted. Thus, we are moving toward a "person-centered" framework at CSUN rather than exclusively "person-first." Please see this article for more on person-centered language: https://radicalcopyeditor.com/2017/07/03/person-centered-language/

COURSE REQUIREMENTS

Tutoring: All students in SPED 502 will participate in a clinical tutoring experience in the Special Education Literacy Clinic (TLCC). The Special Education Literacy Clinic at CSUN provides individualized services to K-12 students referred by teachers, parents, and/or local schools. Tutoring will occur during class between 4:30-5:30, and 5:45-6:45 (as assigned). Students will use assessment data to create and monitor progress on individualized reading goals for their assigned child, and to prepare and implement evidence-based activities based on those goals. Students will also be responsible for

completing tutoring planning documents each week, regularly collaborate with families, and provide a culminating report to families at the end of the semester. Grade allocation is discussed below.

Instruction is based on candidates' own assessments, in addition to review of IEP documents and other relevant data provided by families. Tutoring sessions are designed to be individualized and goal-driven, highly engaging based on your student's unique interests and strengths, and movement-oriented when possible. Consider your student's self-determination growth and supports of social/emotional needs. Connect learning to your student's prior knowledge and connect to authentic, real-world applications. Employ universal design strategies and use formative data to increase or decrease scaffolds for learning. Incorporate instructional and assistive technologies as needed.
U: 1.2 1.4 1.5 1.8 2.1 2.5 2.6 3.1 3.2 3.3 3.6 3.7 4.4 5.2 5.8 **MM:** 1.6 1.7 2.9 3.1 4.2 4.5 5.1 5.2 **EX:** 1.4 1.11 2.3 2.5 2.11 2.12 2.13 3.1 3.2 3.3 4.4 4.5 5.2 5.8

Collaboration/Co-Teaching Requirement: Special education teachers need to be skilled at collaborating with a variety of stakeholders: co-teachers, parents, paraeducators, administrators, office staff, and other faculty members to name a few. This course gives you a chance to practice your collaboration skills during your planning, instruction and work in the tutoring clinic.

Respectful collaboration is an important part of successful teaching.

*Respectful conduct is expected at all times, when dealing with parents,
students, TLCC staff, your professor, and your colleagues in class.*

You will be expected to co-plan, co-teach, and co-assess with your partner throughout the semester, applying what you've learned about good collaboration skills, and taking into consideration each other's professional dispositions (listed below). You are also expected to collaborate effectively with other tutors, TLCC staff, families, and the teaching assistant. This includes:

- Effective listening
- Effective communication of your ideas
- Awareness of your partner's frame of reference and cultural perspective
- Maintenance of parity
- Timeliness
- Shared responsibility for the workload
- Building and maintaining respect and trust
- Maintaining the confidentiality and trust of your partner

Please note: these behaviors are expected at all times - in and out of the clinic, in email exchanges, and other communication.
U: 1.2 3.4 6.1 **MM:** 2.2 4.4 **EX:** 1.5 2.4 4.7 4.8 5.1 6.1

Assignment Descriptions: (*Detailed guidelines and rubrics will be posted on Canvas.)*

1. **Planning & Reflection (P&R) Documents – Due weekly   (90 points)**
    The purpose of the weekly planning documents is to help to plan, implement, and evaluate evidence-based reading instruction in your tutoring. All P&R forms are completed with your co-teacher, and you turn in only one copy for your team.

    - **Assessment Plan:** For the first tutoring session, you and your co-teacher will create an Assessment Plan including a variety of literacy assessments, and with feedback from parents and extant data.
      U: 4.1 4.3 5.1 5.2 5.8 **MM:** 5.1 5.2 5.6 **EX:** 2.13 5.2 5.8

- **Lesson P&Rs:** Each week thereafter, for each tutoring session, you will report on the activities from lessons you have just conducted, reflect upon your student's progress, and plan the next week's activities using the **Planning and Reflection Form (P&R).**
    i. P&R Forms will be graded on **quality** of lesson plan, observation, reflection, and alignment with evidence-based and high-leverage practices and responsive to the previous week's data.
    ii. P&R Forms are PRIOR to class at the date/time specified by your professor. They will be returned to you before class so you have time to make adjustments.
    iii. Students who exhibit unprofessional behaviors in the lab, such as chronic lateness, chronic lack of preparation, or failure to teach the instructional activities approved by the instructor, may lose their P&R points for that week.
    iv. *Tutors may miss one tutoring session without it affecting their grade. Any subsequent absences will receive 0 points for their P&R.*
        - Tutors must work in ADVANCE with their co-teacher to ensure their lesson will be delivered.
    v. In case of a child's absence: Tutors will observe and do reflections on a pair of tutors assigned by the instructor. Each tutor will turn in a reflection on what they observed, including identifying the strengths of the lessons, things that could be improved, and a discussion about what they would teach next and why.
    vi. *Due to restricted turn-around time, late Planning and Reflection (P&R) documents will receive zero (0) points, but must still be turned in prior to your tutoring session for review.*

- **Observation/Reflection:** Weekly observations of your co-teacher, and self-reflection of your own instruction, are due within 2-days of your tutoring session. Conduct observations of your co-teacher during instruction to provide substantive feedback. Reflect on your own teaching and discuss what worked well, and what you might do differently next time.
    P&R Timeline:
    - **Thursday night:** New Lesson/Review Activity (P&R)
    - **Saturday night:** Co-Teacher feedback (P&R)
    - **Sunday night:** Instructor Feedback returned (P&R)
    - **During Tutoring:** Co-teacher observation (Google Form)
    - **After Tutoring:** Reflection (Google Form)

    **P&Rs will receive a grade only if ALL sections are complete.
    U: 3.2 3.3 3.5 4.4 6.1 **MM:** 4.2 **EX:** 2.5 3.2 4.4 4.5

2. **Tutoring Observation**   **(20 points)**
    Your instructor will be joining your tutoring session minimally twice over the course of the semester, but more if the instructor feels the candidate would benefit from additional mentorship. There will be a debrief session, and you will receive written feedback.
    U: 1.2 1.4 3.3 4.4 **MM:** 1.6 3.1 4.2. **EX:** 1.4 1.11 2.4 4.4

3. **Reading Quizzes**   **(20 points)**
    The purpose of these quizzes is to promote careful reading and to provide opportunities for you to check your understanding of the course content. ***Reading quizzes are due before the time class begins each week and the points cannot be made up later.***

    a. *Quizzes will be completed on Canvas. You may NOT collaborate or discuss your answers on these quizzes and exams! These are to be <u>individual</u> assessments of your understanding of course content and readings.*

4. **Collaboration/Co-Teaching**   **(15 points)**

Collaboration is a central component of good teaching. In addition to weekly collaboration with your co-teacher, you will also work closely with the parent/guardian of your student with weekly check-ins, in addition to several longer meetings. Family collaboration will be goal-driven. You will set and monitor your individual goal for improvement of collaboration skills working with families.

1) Pre- tutoring interview (student interest, background knowledge, cultural and language considerations, etc.). Please integrate our work on bias in class when constructing your interview. You will receive feedback on your questions prior to interview. (5)
2) Home-school partnerships: provide weekly updates (designate 10 minutes before or after each tutoring session). Touch on progress and engagement strategies. (5)
3) Mid-semester parent conference: report progress, discuss concerns, and seek feedback. (5)
4) Family Night: present your culminating Tutoring Report. (5)
U: 1.1 1.2 1.5 1.8 6.3. **MM:** 2.4 4.4 **EX:** 2.4 4.7 4.8 5.1 6.1

5. **Tutoring Report**   **(45 points)**
At the end of the semester a final report is required from all tutors. The report summarizes assessment results, progress toward the goal, and successful teaching strategies. The report will be shared with the family during the last regularly scheduled tutoring session. A draft of your assessment results will be turned in Week 7. Feedback will be provided, and the final version will be a part of your report.
U: 3.2 3.5 4.1 4.3 5.1. **MM:** 4.4 5.1 5.2. **EX:** 3.2 4.5 4.8 5.1 5.3 5.8

Final Grades:

P&Rs (includes Assessment Plan: 9 @ 10 pts each)	90 points
Tutoring Observations (2 @ 10 pts each)	20 points
Reading Quizzes (8 @ 5 points each, lowest score dropped)	20 points
Collaboration	15 points
Assessment Section (Tutoring Report) DRAFT	10 points
Tutoring Report	45 points
Total	**200 points**

Grading Scale

*Passing grade of C or better. Students who earn a C- or below must repeat the class.

Grade	Points	Grade	Points	Grade	Points	Grade	Points
A > 93%	**200-185**	B+ 88-89%	**176-179**	C+ 78-79%	**156-159**	D 62-69%	**120-139**
A- 90-92%	**180-185**	B 82-87%	**167-175**	C 72-77%	**148-155**	F < 61%	**< 120**
		B- 80-81%	**160-166**	C- 70-71%	**140-147**		

Current grades are available at all times by logging onto course Moodle site and clicking "grades".

Professional Dispositions

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area. Dispositions identified as important within the Department of Special Education include:

A. **Personal Characteristics**
   Possesses integrity, accepts responsibility, is highly motivated, evidences high academic achievement, displays perseverance, takes initiative, exhibits self-control, shows maturity of judgment, is punctual and reliable, demonstrates warmth and advocacy for children, and presents a professional appearance and demeanor.

B. **Interpersonal Characteristics**
   Establishes rapport with others, assumes appropriate roles in the collaborative process, works well with others and communicates respectfully, demonstrates effective communication skills, values teamwork, demonstrates a respectful appreciation for diverse perspectives, demonstrates a commitment to achieving team goals, and seeks to develop and maintain professional workplace relationships.

C. **Commitment to professional growth**
   Responds appropriately to supervision, reflects on/evaluates strengths and areas for improvement, accepts constructive criticism and suggestions, displays interest and curiosity in the learning process, uses suggestions to improve skills and understanding, values life-long learning, strives to achieve competence and integrity, and is a self-directed learner.

D. **Commitment to diversity and social justice**
   Demonstrates cultural respect and understanding, believes in equal educational/vocational opportunity, displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals, advocates high and appropriate expectations for all students, and treats all people equally. Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

E. **Commitment to ethical practices**
   Maintains confidentiality, displays ethical behavior, is honest and trustworthy, abides by legal mandates and ethical responsibilities, uses sound, informed judgment. Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

Course Schedule

This schedule is subject to change with prior notice. Please check Canvas for updates each week.

Class	Topics & Evidence Based Practices	Assignments Due
1 **syn**	**Course Overview & Syllabus** **Elements of Evidence-Based Reading Instruction**	Take **Knowledge Inventory** and complete the **Tutoring Preferences Survey** on Canvas this week.

	National Reading Panel & the five essential elements of reading instruction **MM:** <mark>4.2</mark> **EX:** <mark>4.4</mark>	
2 syn	**Reading Foundations** *What are reading models and how do they help us teach? What are the causes and correlates to reading disabilities? What are the systemic barriers for students who struggle with reading and writing in schools? How can teachers use UDL to make content accessible for all students? What is Universal Design for Learning, and how does it apply to both the clinical experience and public-school classrooms?*	**READING:** Goodwin & Spencer, Ch 2 Copeland & Keefe, Ch. 1, 4, & 5 Reading Quiz 1
3 syn	**Collaborating to Teach Reading** *What constitutes best practice in collaboration, and how do we create effective collaborative relationships? How can we identify our own biases and work with collaborators to build productive and culturally responsive relationships?* **Collaboration & communication with families** • Cultural and language considerations • Frame of Reference activity • SHARE Worksheets • Learning environment • Funds of knowledge • Identifying our own biases • Collaboration Goals **U:** <mark>1.1</mark> <mark>1.2</mark> <mark>1.6</mark> <mark>3.4</mark> <mark>6.3</mark> <mark>6.4</mark> **MM:** <mark>2.4</mark> <mark>4.4</mark> <mark>4.5</mark> <mark>4.6</mark> <mark>4.7</mark> **EX:** <mark>1.5</mark> <mark>1.6</mark> <mark>2.4</mark> <mark>2.11</mark> <mark>3.3</mark> <mark>4.7</mark> <mark>4.8</mark> <mark>5.1</mark> <mark>6.1</mark> **Clinic introduction and tour** **Lesson Plan Design** • Universal Design for Learning • Standards aligned with high expectations • Authentic Learning • Evidence based, high-leverage practices • High Interest: technology, visuals/media • Kinesthetic practice: Reader's Theater • Common Core and ELD Standards • Use of formative data in decision making (MTSS model) • Instructional/Assistive Technologies • Extant data and document review (IEP/504) • Transition considerations **U:** <mark>1.4</mark> <mark>1.5</mark> <mark>1.7</mark> <mark>1.8</mark> <mark>2.1</mark> <mark>2.5</mark> <mark>2.6</mark> <mark>2.9</mark> <mark>3.1</mark> <mark>3.4</mark> <mark>3.5</mark> <mark>3.6</mark> <mark>3.7</mark> <mark>5.4</mark> **MM:** <mark>1.1</mark> <mark>1.5</mark> <mark>4.2</mark> **EX:** <mark>1.4</mark> <mark>2.3</mark> <mark>3.1</mark> <mark>3.2</mark> <mark>4.4</mark>	**SHARE Worksheets** – fill out and bring to class **Suitcase Graphic Organizer** – bring to class (blank) **Family Communication/Collaboration Goal (in class)** **U:** <mark>6.3</mark> **READING:** Goodwin & Spencer, Ch 1 Review/Skim Social Justice Standards Copeland & Keefe, Ch. 3 Reading Quiz 2

	Self Determination and embedded social/emotional instruction • Scaffolds and fading support • Social Justice considerations • Communicative Intent of behaviors **MM:** 1.6 1.7 **EX:** 1.4 1.11 2.8 2.11	
4 syn	**Reading Assessment** *What constitutes evidence-based practice in assessment for students with significant reading problems? What considerations do we need to make for students who are English Learners? What data, in addition to assessment, should we consider?* **Data Sources** • IEP/504 • Formative/Progress Monitoring • Summative • Interview • Observation methods • Core standards **U:** 4.1 5.1 5.2 5.8 **MM:** 5.1 5.2 5.6 **EX:** 5.1 5.2 5.3 **Choosing Assessment to Design Instruction** • Assessment questions and decisions • Literacy Assessment Instruments (CORE, BRI, WTW) • Considerations for English Learners **U:** 4.3 5.1 5.2 5.3 **MM:** 5.1 5.2 5.6 **EX:** 2.14 5.2 5.3 5.7 **Writing Semester Goal, Weekly Objectives and Monitoring Progress** • Use of formative data for lesson design • Scaffolding and fading support **U:** 3.3 **MM:** 4.4 **EX:** 1.5 1.6 4.5 5.3 **Differentiation and Adaptations** • Universal Design • Accommodations vs. Modifications • On-the-spot adaptations **U:** 3.2 3.4 3.1 5.8 **MM:** 2.9 3.1 **EX:** 2.5 2.12 2.13 3.3 5.3 *Assessment Planning Sheet: Begin in class, finish at home.*	**Watch videos posted on Canvas and read the assigned section in your CORE book designated on Canvas.** **Bring assessment books to class (CORE & BRI.)** ● *Zoom with your family this week to introduce yourself and interview about your student's needs. Please see the Collaboration Forms on Canvas.*

5 syn	**Tutoring: Assessment** U: <mark>5.5</mark> EX: <mark>1.9</mark> *Data-driven instruction: Using assessment to guide your teaching* Meet with students, conduct assessments, and begin the process of interpreting the assessments. **Effective Observations and Self Reflections** U: <mark>6.1</mark>	*Assessment Planning Sheet (Box)* *Begin Assessment Summary (first draft due week 7)* *Begin Goal Proposal form* *(Please note: this is a working document. Please begin it tonight, bring it to your 2:1 meeting)* ***Schedule Co-teacher planning meetings (Google Doc on Moodle)*
6 asyn	**Tutoring session #1** MM: <mark>4.2</mark>. U: <mark>1.3</mark> <mark>1.4</mark> <mark>1.5</mark> <mark>1.8</mark> <mark>3.2</mark> <mark>4.4</mark> **Reading Instruction: Comprehension (Pt. 1)** *What constitutes evidence-based and high leverage practice in reading instruction for students who struggle to comprehend?*	*P&R #1 (Box)* **READING** Goodwin & Spencer, Ch 7 Copeland & Keefe, Ch. 6 Reading Quiz 3 ***PREVIEW chapters in texts that align with your goal.*
7 asyn	**Tutoring session #2** **Reading Instruction: Comprehension (Pt. 2)** *What constitutes evidence-based and high leverage practice in reading instruction for students who struggle to comprehend?*	*P&R #2 (Box)* *Due: first draft of your Assessment Summary (part of your final Tutor Report). This is a chance to get early-feedback on a difficult section.* **READING:** Goodwin & Spencer, Ch 8 Copeland & Keefe Reading Quiz 4
8	**CSUN Spring Break** Enjoy the Week off	
9 asyn	**Tutoring session #3** **Reading Instruction: Vocabulary** *What constitutes evidence-based and high leverage practice in reading instruction for students who struggle with vocabulary?*	*P&R #3 (Box)* **READING:** Goodwin & Spencer, Ch 6 Copeland & Keefe. Ch. 8 Reading Quiz 5

10 asyn	**Tutoring session #4** **Writing Instruction** **Reading Instruction: The Alphabetic Principle and Phonemic Awareness** *What is evidence-based practice and high leverage in emergent literacy and phonemic awareness instruction for students who struggle to decode? How do we identify and support students who struggle with written expression?*	*P&R #4 (Box)* **READING** Goodwin & Spencer, Ch 3 Copeland & Keefe, Ch. 10 Reading Quiz 6
11 asyn	**Tutoring session #5** **Reading Instruction: Phonics (Pt. 1)** *What is evidence-based and high leverage practice in phonics instruction & structural analysis for students who struggle to decode?*	*P&R #5 (Box)* **READING:** Goodwin & Spencer, Ch 4 Copeland & Keefe, Ch. 9 Reading Quiz 7
12 asyn	**Tutoring session #6** **Reading Instruction: Phonics (Pt. 2)** *What is evidence-based and high leverage practice in phonics instruction & structural analysis for students who struggle to decode?*	*P&R #6 (Box)*
13 asyn	**Tutoring session #7** **Reading Instruction: Fluency** *What is evidence-based practice in fluency instruction for students who struggle to decode and comprehend?* **TUTORING REPORT GUIDELINES**	*P&R #7 (Box)* **READING:** Goodwin & Spencer, Ch 5 Copeland & Keefe, Ch. 7 Reading Quiz 8 *Tutoring Report – DRAFT (as close to a final product as you can) is due next week. Please start working on it.*
14 asyn/	**Tutoring session #8** **Putting it All Together** *How can you transfer what you've learned?*	*P&R #8* *Tutoring Report first draft due to BOX. **Make sure you look for feedback with plenty of time to make revisions before next week!*
15	**Tutoring: Family night**	*Add FINAL Tutoring Report to Box.*

syn	**FUN closing activity with student and both tutors** **Presentation and discussion of Tutoring Report** ***Tutoring Report final version*** *– bring a copy for yourself and your student's family to review together.*	
16	*No final exam session to compensate for outside-of-class activities: parental collaboration, 2:1 meetings with professor, and individual, observation debriefs.*	

SPED 502MME Syllabus linking page

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