WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS

COURSE NUMBER: MRD 7901

COURSE TITLE: Diagnosis and Correction of Reading Difficulties for Non-Reading Majors

National Reading Panel: [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)
APA Link: [http://www.apastyle.org](http://www.apastyle.org)

If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at [http://www.wilmu.edu/bookstore](http://www.wilmu.edu/bookstore)

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>20</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

OFFICE HOURS OR METHOD OF CONTACT:

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

**You WILL need a microphone and headset if you are taking this as a distance course!**

**A video recording device will also be necessary.**

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

Wilmington University Graduation Competencies: Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies.

1. Oral Communication
   1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
   1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

2. Written Communication
   2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
   2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. Disciplined Inquiry
   3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. Information Literacy
   4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. Ethics
   5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

IDEA Course and Instructor Evaluations: Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.
The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. **Gaining factual knowledge.** (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material. (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities. (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity. (music, science, literature, etc.)
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

**I. COURSE DESCRIPTION:**

The nature of reading problems and the methods, techniques, and materials used in diagnosing and remediating reading-related difficulties are studied in detail. Attention is focused on the learner and the interpretation of physiological, psychological, sociological, and educational factors, which influence reading achievement. Provisions are made for the identification, analysis and interpretation of informal and formal measures of reading performance and for the development of instructional strategies employed in the remediation process. **Prerequisite:** MRD 7801.

**Successful Candidates:**

- Read the assigned chapters and complete tasks before the scheduled class meeting, whether that is F2F or online.
- Attend class each week, arrive on time, complete the readings before class, and are prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
- Have absences approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.
- Adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: [https://www.wilmu.edu/studentlife/acadintegrity.aspx](https://www.wilmu.edu/studentlife/acadintegrity.aspx)
• Submitted work that is original in nature and is created during the time frame of this course. Candidates may not submit the same work for two different assignments.
• Provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
• Turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
• Follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for the program.
• Use their WU wildcats email address for communicating with the instructor.

II. PROGRAM/ILA/TESOL COMPETENCIES:

International Literacy Association: Standard 1: 1.1; Standard 2: 2.1, 2.2, 2.3; Standard 3: 3.1, 3.2, 3.3, 3.4

Standard 1: Foundational Knowledge: The candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction. As a result, candidates:

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components; and

Standard 2: Instructional Strategies and Curriculum Materials: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, candidates:

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge.]

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
Council for Exceptional Children: Standard 4: Special education professionals exercise objective professional judgment in the practice of their profession.

Council for Exceptional Children: Standard 7: Special education professionals are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard 3: Assessment and Evaluation: Candidates use a variety assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates:

3.1: Understand types of assessments and their purposes, strengths, and limitations.
3.2: Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3.3: Candidates use assessment information to plan and evaluate instruction.
3.4: Candidates communicate assessment results and implications to a variety of audiences.

Council for Exceptional Children: Standard 8: Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>ILA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, describe, and differentiate the physical, cognitive, language, emotional, environmental, and educational factors of reading difficulties.</td>
<td>1.1</td>
</tr>
<tr>
<td>Recognize causation factors in assessment situations.</td>
<td>1.1</td>
</tr>
<tr>
<td>Identify and describe tests which assess specific reading disabilities.</td>
<td>3.1</td>
</tr>
<tr>
<td>Practice administering tests.</td>
<td>3.2</td>
</tr>
<tr>
<td>Describe and compare the advantages and disadvantages of methods, materials, and strategies for corrective reading instruction.</td>
<td>2.1</td>
</tr>
<tr>
<td>Select and justify techniques, materials, and strategies to individualize the remediation of a tutored student.</td>
<td>2.2</td>
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<tr>
<td>Interpret and plan instruction for a simulated case study.</td>
<td>3.3</td>
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<tr>
<td>Identify parts of an effective remedial plan.</td>
<td>2.1</td>
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<tr>
<td>Describe techniques to adapt instruction for students with visual, auditory, neurological, and speech impairments, with mental disabilities and behavioral problems.</td>
<td>2.1</td>
</tr>
<tr>
<td>Evaluate and analyze materials for potential use in remediating students.</td>
<td>2.1</td>
</tr>
<tr>
<td>Define and describe evaluation, testing, and diagnosis; review meaning of basic statistical terminology.</td>
<td>3.1</td>
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<td>Use available resources to locate independent, authoritative reviews of assessments, programs and approaches</td>
<td>3.1</td>
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<tr>
<td>Articulate the assumptions of assessment and note possible misuses and surrounding ethical issues/behaviors.</td>
<td>3.1</td>
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<tr>
<td>Describe the use of on-going, daily assessment for appropriate instruction for all students and particularly at-risk students.</td>
<td>2.1</td>
</tr>
</tbody>
</table>
Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>ILA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify the different purposes of assessment: monitor growth, assess achievement, diagnose difficulties, adjust instruction, and evaluate student performance.</td>
<td>3.1</td>
</tr>
<tr>
<td>Explain the technical issues of validity, reliability, and equity for using and interpreting literacy assessments.</td>
<td>3.1</td>
</tr>
<tr>
<td>Define and compare the types of information provided by a wide range of literacy assessments such as norm referenced tests, criterion referenced tests, and informal assessment tools, including at least the following:</td>
<td>3.1</td>
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<tr>
<td>- DIBELS, CRI (Comprehensive Reading Inventory), AIMS/PALS</td>
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<td>- guided observations, anecdotal records, interviews, journals, and class work</td>
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<td>- reading inventories and miscue analysis</td>
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<td>- state specific performance assessments, and portfolios</td>
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<td>- student self-appraisal strategies</td>
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<td>- creative works in the arts</td>
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<tr>
<td>- appropriateness</td>
<td></td>
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<tr>
<td>- limitations</td>
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<tr>
<td>Demonstrate ability to select and administer assessments for various aspects of literacy including at least the following: language proficiency, concepts of print, phonemic awareness, letter recognition, sound/symbol knowledge, word recognition, spelling.</td>
<td>3.2</td>
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<tr>
<td>Articulate standards and benchmarks for emergent, developing, and fluent readers.</td>
<td>2.1</td>
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<td>Demonstrate ability to interpret results from a variety of assessments, both formal and informal designing literacy instruction and selecting strategies and materials.</td>
<td>3.2</td>
</tr>
<tr>
<td>Recognize and analyze data patterns.</td>
<td>3.2</td>
</tr>
<tr>
<td>Summarize how assessment informs instruction, including at least the following: choice of instructional method/technique, selection of materials, use of flexible grouping patterns, and moving children toward independent reading.</td>
<td>3.2</td>
</tr>
<tr>
<td>Explain how assessments reflect school and individual progress over time and the relationship of reflection on reading assessment data to improve performance.</td>
<td>3.1</td>
</tr>
<tr>
<td>Explain the characteristics of assessment instruments, the administration of assessment instruments, and the aspects of interpreting assessment results that contribute to fairness and consistency.</td>
<td>3.2</td>
</tr>
<tr>
<td>Use appropriate assessment terminology</td>
<td>3.2</td>
</tr>
<tr>
<td>Use technology in scoring and communicating the results</td>
<td>3.2</td>
</tr>
<tr>
<td>Translate and communicate technical concepts into concrete and clear language.</td>
<td>3.4</td>
</tr>
<tr>
<td>Articulate the limitations of the different types of assessment techniques.</td>
<td>3.2</td>
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</table>

Learning Activities: The candidate will:

- Examine case studies that demonstrate various causations of reading disabilities.
- Practice administering various assessments used for case study.
- Participate in planning remediation activities for case study samples.
- Compare and contrast various remediation strategies.
- Assess selected student and plan remediation strategies for home and school environments.
- Write parent letter to translate technical concepts into concrete and clear language.
• Identify parts of an effective remedial plan.
• Describe techniques to adapt instruction for students with visual, auditory, neurological, and speech impairments, with mental disabilities and behavioral problems.
• Evaluate and analyze materials for potential use in remediating students.
• Communicate assessment results and instructional plan to students, parents, and other professionals.
• Examine state standards (Common Core State Standards) in terms of how the curriculum supports each content area and grade level in relation to providing instruction.
• Compare and contrast various models of assessment.
• Develop a diagnostic attitude and working definition of diagnosis.
• Compare and contrast various types of assessment tools.
• Examine and interpret results of various informal reading inventory case studies.
• Examine and administer various diagnostic instruments.
• Examine and discuss standardized reading tests in relation to their use and purpose.
• Discuss guidelines for selecting students for inclusion in Title I and special education programs.
• Write a parent letter to translate technical concepts into concrete and clear language

III. METHODOLOGY:

This course will use class discussions/critical thinking, group activities/reading circles, lecture presentations and activities, reading assignments, and individual presentations.

IV. TESTING PROCEDURES/STUDENT EVALUATIONS: instructors will provide additional assignments to total 100 percent

You should be taking this course in conjunction with a course that requires school placement. If you are not, then you will need to contact the Program Chair to make your placement. This notification should be sent two weeks prior to the beginning of the course.

NOTE: All assignments must be completed with children who reflect your degree choice.

An additional document has been added to your syllabus, which is a permission form for videotaping K-12 students. Please secure this document before working with students. It is advised that when taping, students’ faces are not included, or any view that would allow them to be identified. Videos will be required to be uploaded to BB/Taskstream beginning fall 2015, for multiple courses. Instructions for uploading this type of file is found on your home Blackboard page under the Kaltura Media Tools menu bar at the top of the page. There are direction for both Windows and Mac users, as well as general information about submitting assignments with Kaltura. Be sure to save your videos to your own computer so that you may access them at a later date, if necessary. It is best to name the files according to the specific course and assignment (MRD 7901 SEA A, for instance).
A. Assignments:

Portrait of a Reader 40%

Using the Comprehensive Reading Inventory, assess 1 elementary aged student. You will use the CRI including word recognition lists, oral reading passages (conducting running records), miscue analysis, and oral/silent reading comprehension. Write a one-paragraph summary including: age and grade of child, summary of the data, and 3 recommendations based on your findings. Include a parent letter.

Lesson Plan 25%

Develop and deliver three (3) lesson plans to remediate a reading difficulty identified in Portrait of a Reader. The plans should be based on one of the recommendations. Present one lesson to the class. All lessons should be taught for the student.

B. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>B-</td>
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<tr>
<td>A-</td>
<td>92-94</td>
<td>C+</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>C</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>C-</td>
</tr>
<tr>
<td>F</td>
<td>less than 74</td>
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Incomplete: This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.

V. ATTENDANCE POLICY:

Wilmington University Policy:

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects the student to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that their educational experience does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergency situations.

College of Education Policy:

In the College of Education, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

VI. CONTENT OUTLINE AND ASSIGNMENT SCHEDULE:
The course calendar serves as a resource for students to follow for each week of the scheduled course. Course topics, in-class activities and assignments are provided for each week.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>In Class Activities</th>
<th>Preparation/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading Week</td>
<td></td>
<td>Preview Comprehensive Reading Inventory (CRI)</td>
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<td></td>
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<td>Preview websites: National Reading Panel: <a href="http://www.nationalreadingpanel.org">www.nationalreadingpanel.org</a> Maryland State Department of Education: <a href="http://marylandpublicschools.org/MSDE">marylandpublicschools.org/MSDE</a></td>
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<td></td>
<td>Make sure your email address in Blackboard is correct.</td>
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<td></td>
<td>Download and print all course material available for Week 1.</td>
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<tr>
<td>1</td>
<td>Introduction and Overview</td>
<td>Get Acquainted Activity: Find Someone…☺</td>
<td>Preview Comprehensive Reading Inventory</td>
</tr>
<tr>
<td>5:30-10:30</td>
<td>Discussion of reading difficulties and factors influencing reading difficulties</td>
<td>7901: The Ins and Outs</td>
<td>Read Chapters 1-3</td>
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<tr>
<td></td>
<td>Legal and ethical issues surrounding assessment</td>
<td>All About Acronyms</td>
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<td></td>
<td>Uses of assessment of planning instruction</td>
<td>Conducting Parent Interviews</td>
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<td></td>
<td>Characteristics of poor readers</td>
<td>Gallery Walk: Parent Interviews</td>
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<td></td>
<td>Behavioral</td>
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<td></td>
<td>Historical</td>
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<td>2</td>
<td>Discuss different types, uses and purposes of assessment</td>
<td>Analysis of student interviews, parent interviews, and student cumulative folder</td>
<td>Select students to be used for case study. Secure any appropriate permissions.</td>
</tr>
<tr>
<td>5:30-10:30</td>
<td>Review of basic statistical terminology, importance, and use in assessment</td>
<td>Assessment Review and Debate</td>
<td>Begin CRI administration</td>
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<td></td>
<td>Selection of appropriate assessment instruments</td>
<td>Round-Table: Parent Interview Sharing</td>
<td>Read Chapters 5-7</td>
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<td></td>
<td>Introduce CRI- present student for reader portrait</td>
<td>Coding Text: The CRI</td>
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<tr>
<td></td>
<td>Reading levels and benchmarks</td>
<td>Conducting Student Interviews</td>
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<tr>
<td>3</td>
<td>Reliable sources of review for multiple types of assessments</td>
<td>Analysis of student assessment patterns on word list</td>
<td>Continue assessment</td>
</tr>
<tr>
<td>5:30-10:30</td>
<td>CRI- word list</td>
<td>Informal Assessments for Portrait of a Reader</td>
<td>Read Chapters 8-9</td>
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<td></td>
<td>Fluency</td>
<td>CRI: Practicing word lists</td>
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<td></td>
<td>Writing a remediation lesson plan: selecting instructional materials; approaches</td>
<td>Simulation: Fluency</td>
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<td></td>
<td>Peer Sharing: Part I of Case Studies—Interview</td>
<td></td>
</tr>
</tbody>
</table>
| 4 | 5:30-10:30 | CRI- passages  
Retelling  
Interpreting results  
Evaluating commercial programs, materials | Analysis of student assessment patterns on passages  
Round-Table: Sharing  
Phonemic Awareness Activities  
CRI: Practicing oral passages, determining levels, analyzing miscues  
Commercial Reading Program Previews  
Peer Sharing: Completed Word Lists |
|---|---|---|
| 5 | 5:30-10:30 | Miscue Analysis  
Scoring and Interpretation  
Writing parent summary and recommendations  
Adapting assessment instruments for various needs such as culture, diversity | Analysis of student assessment patterns on comprehension & fluency  
Round-Table: What do I know about my students?  
Simulation: Miscue Analysis  
Peer Sharing: Informal Assessments |
| 6 | 5:30-10:30 | Oral/Silent Reading Comprehension  
Compiling total assessment data including school based assessments  
Reporting data to school personnel | Individual meetings for case study review  
Vocabulary Activities  
Comprehension Activities  
Peer Sharing: CRI data for Portrait of a Reader and Lesson Plan demonstrations  
Round-Table: Pulling assessment data together |
| 7 | 5:30-10:30 | Data-based decision making relative to:  
Programs  
Instructional approaches  
Materials | Simulation: Planning for instruction  
Round-Table: Making decisions  
Peer Sharing: Case Study presentations |
Wilmington University College of Education

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project or by students who are 18 or more years of age that are involved in this project)

Dear Parent/Guardian:

I am a participant this term in a course that requires clinical fieldwork for graduate candidates conducted by Wilmington University. This course is part of a graduate level degree in one area of teacher preparation. The primary purpose of this course is to develop a model of teaching that can measure and lead to improvement of the performance of teacher candidates and their impact upon K-12 student achievement.

This course may include submissions of short video recordings of lessons taught in your child’s class or with your child, individually. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work.

No student’s last name will appear on any materials that are submitted. Wilmington University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose Wilmington University deem appropriate to further the mission of the pilot. The form below will be used to document your permission.

Sincerely,

(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: _______________________________ School/Teacher: ________________________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a pilot being conducted by Wilmington University, and agree to the following:

☐ I DO give permission to you to include my child’s image on video recordings as he or she participates in a class conducted at ______________________________ by ______________________________ and/or to reproduce (Name of School) (Teacher’s Name)

materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _______________________________ Date: _______________________________
MRD 7901
Suggested Resources for Students

Many significant publications can now be found on the Internet. This list of suggested resources provides links to course related topics, but is only a small selection of links that may be accessed to supplement your learning. They are presented in this format in order that you may access them easily. This list will be updated for active links and information on a yearly basis, minimally.

General:
http://www.nationalreadingpanel.org/
http://www.reading.org/
http://www.readingrockets.org/
http://www.doe.mass.edu/read/presentations/shanahan_readingfirst.pps#1
http://www.fluency.org/
http://www.readwritethink.org
http://www.literacyconnections.com

Diagnosis/Remediation:
http://www.houstonida.org/Dr.%20Joshi%20Article.pdf
http://thejournal.com/articles/15116
http://www.readingsuccesslab.com/ReadingIntervention/
http://pediatrics.aappublications.org/cgi/content/full/102/5/1217
http://www2.gsu.edu/~wwwrld/Resources/suggestedmeasures.htm

Instruments:
http://www.wrightslaw.com/info/test.read.farrall.htm

Auditory Analysis Test:
http://www.sedl.org/cgi-bin/mysql/rad.cgi?searchid=2

Clinical Evaluation of Language Fundamentals (3):
http://depts.washington.edu/soccomm/tests/celf.html

Degrees of Reading Power:
http://www.tasliteracy.com/drpd/drpmain.html

Gray Oral Reading:
http://www.sedl.org/cgi-bin/mysql/rad.cgi?searchid=245

Lindamood Auditory Conceptualization:
http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a11395

OWLS: Oral and Written Language Scales
http://alpha.fdu.edu/psychology/oral_and_written_language_scales.htm
Peabody Picture
Vocabulary: http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a12010

Texas Primary Reading
Inventory: http://www.tpri.org/Training/Basal/default.asp?info=Harcourt_G1 BOY
Test of Language
Development: http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a19075

Woodcock-Johnson Reading
Mastery: http://books.google.com/books?id=aCuOvbedEDEC&pg=PA1922&lpg=PA1922&dq=woodcock+johnson+reading+mastery&source=web&ots=gEA9MdVhv8&sig=EqawYIQ74Tmz7IE4O6UQe-NdgqA

Woodcock-Johnson Psycho-Educational Battery

Wechsler Individual Achievement Test: http://alpha.fdu.edu/psychology/WISC-III%20Descrption_.htm
MRD 7901

References


Torgesen, J. K. (2000). *A basic guide to understanding, assessing, and teaching phonological awareness.* Austin, TX: Pro-Ed.

Delaware Professional Teaching Standards  
(Revised July 2003)

<table>
<thead>
<tr>
<th>Standard #1</th>
<th>Content Knowledge</th>
<th>The teacher understands the core concepts and structure(s) of the discipline(s) and their related content standards and creates learning experiences that make the content meaningful to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #2</td>
<td>Human Development and Learning</td>
<td>The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of each learner.</td>
</tr>
<tr>
<td>Standard #3</td>
<td>Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td>Standard #4</td>
<td>Communication</td>
<td>The teacher understands and uses effective communication.</td>
</tr>
<tr>
<td>Standard #5</td>
<td>Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
</tr>
<tr>
<td>Standard #6</td>
<td>Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.</td>
</tr>
<tr>
<td>Standard #7</td>
<td>Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.</td>
</tr>
<tr>
<td>Standard #8</td>
<td>Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them for the continuous development of students.</td>
</tr>
<tr>
<td>Standard #9</td>
<td>Professional Growth</td>
<td>The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.</td>
</tr>
<tr>
<td>Standard #10</td>
<td>Professional Relationships</td>
<td>The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.</td>
</tr>
<tr>
<td>Standard #11</td>
<td>Educational Technology</td>
<td>The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.</td>
</tr>
<tr>
<td>Standard #12</td>
<td>Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
</tr>
</tbody>
</table>

The first draft document was developed by the members of Delaware’s Task Force to Develop Professional Teaching Standards. The second Draft Committee and prepared by Yvonne Harper of the Assessments and Accountability Branch of the Delaware State Department of Education and William J. Thompson of TBA Consultants, Stratham, New Hampshire.
COURSE: MRD 7901

TITLE: Diagnosis and Correction of Reading Disabilities for Non-Reading Majors

PROGRAM COMPETENCY 9: Examine methods, techniques, and instruments used to diagnosis and rededicate reading-related problems.

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE

2: Programs view educators as learners;
4: Programs stress inquiry, analysis, and reflection;
7: Programs are standards driven

DELAWARE PROFESSIONAL TEACHING STANDARD

1: Content Knowledge; 2: Human Development and Learning;
3: Diverse Learners; 4: Communication; 5: Learning Environment;
6: Planning for Instruction; 7: Instructional Strategies; 8: Assessment;
11: Technology

NCATE STANDARD 1: Professional Knowledge 2: Curriculum and Instruction 3: Assessment and Evaluation

CEC STANDARDS 4: Instructional Strategies 8: Assessment

STRUCTURED EXTERNAL ASSIGNMENT: Teacher candidates will prepare a case study. The case study will include: summarization of the use of multiple types of assessment information for a variety of educational decisions; analysis of the collected data to support the decision-making process; inclusion of instructional strategies based on the best scientific research, i.e., “best practices” for effective improvement of reading skills; and, the preparation of an instructional plan with classroom-tested activities to improve the quality of reading instruction. Teacher candidates will implement the instructional plan and determine its impact on student learning, sharing the case study with other instructional staff in addition to presenting it orally to classmates. For all Fall 2009 starters, this Structured External Assignment is to be completed on your MSE 6102 E-Folio site (the ePortfolio) under the course MRD 7901.
<table>
<thead>
<tr>
<th>Performance Level/Elements PC #9</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Identification of assessment tools. CEC#8</td>
<td>UNSATISFACTORY</td>
<td>Two or three assessment tools are listed but test purposes, components and results are not clearly defined and explained.</td>
<td>At least three assessment tools are listed and test purposes, components and results are defined and explained.</td>
<td>Four formal and informal assessment tools are listed based upon identified student need from the evaluation. Test purposes, components and results are clearly defined and explained.</td>
<td>Five formal and informal assessment tools are listed based upon identified student need from the evaluation and teaching trial sequence. Test purposes, components and results are clearly defined and explained.</td>
</tr>
<tr>
<td>9.2 Understanding of assessment data analysis and interpretation. CEC#8</td>
<td>EMERGING</td>
<td>The candidate demonstrated a limited understanding of how assessment data analysis is integral to decision-making and teaching, and the results are not interpreted clearly and some assessment tools are missing.</td>
<td>The candidate demonstrated a limited understanding of how assessment data analysis is integral to decision-making and teaching, and the results from most assessment tools are presented.</td>
<td>The candidate demonstrated a good understanding of how assessment data analysis is integral to decision-making and teaching, and the results from every assessment tool are presented and patterns from the data are explained and correlated.</td>
<td>The candidate demonstrated a superior understanding of how assessment data analysis is integral to decision-making and teaching, and the results from every assessment tool are presented and patterns from the data are precisely explained and correlated.</td>
</tr>
<tr>
<td>9.3 Repertoire of evidenced-based instructional strategies based upon student needs. CEC#4</td>
<td>BASIC</td>
<td>The candidate demonstrated a basic repertoire of evidenced-based instructional strategies based upon student needs.</td>
<td>The candidate demonstrated a basic repertoire of evidenced-based instructional strategies based upon student needs.</td>
<td>The candidate demonstrated a satisfactory repertoire of evidenced-based instructional strategies based upon student needs.</td>
<td>The candidate demonstrated a broad spectrum repertoire of evidenced-based instructional strategies based upon student needs.</td>
</tr>
<tr>
<td>9.4 Selection of instructional strategies to individualize instruction and promote positive learning results. CEC#4</td>
<td>PROFICIENT</td>
<td>The candidate selected instructional strategies that were strongly based on student reading or interest level and absolutely promoted positive learning results.</td>
<td>The candidate selected instructional strategies that were generally based on student reading or interest level and generally promoted positive learning results.</td>
<td>The candidate selected instructional strategies that were absolutely based on student reading or interest level and absolutely promoted positive learning results.</td>
<td>The candidate selected instructional strategies that were absolutely based on student reading or interest level and absolutely promoted positive learning results.</td>
</tr>
</tbody>
</table>

College of Education
Professional Partners
Creating Environments for Learning
Syllabus is sole property of Wilmington University
| 9.5 Demonstration of knowledge of how to use assessment results to determine effects on student learning. CEC#8 | The candidate demonstrated an **unsatisfactory** level of knowledge of how to use assessment results by providing information that had at least four factual or data inaccuracies for the **following two elements:** (1) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (2) **reflect** on a teacher’s professional responsibility for making appropriate decisions based on data results. | The candidate demonstrated an **emerging** level of knowledge of how to use assessment results by providing information that has only three factual or data inaccuracies for the **following two elements:** (1) **explain** student outcome on specific objectives, (describe strengths and needs on each objective); and (2) **reflect** on a teacher’s professional responsibility for making appropriate decisions based on data results. | The candidate demonstrated a **basic** level of knowledge of how to use assessment results by providing information and data results that had only two factual or data inaccuracy for the **following two elements:** (1) **explain** student outcome on specific objectives, (describe strengths and needs on each objective); and (2) **reflect** on a teacher’s professional responsibility for making appropriate decisions based on data results. | The candidate demonstrated a **proficient** level of knowledge of how to use assessment results by providing information and data results that had only one factual or data inaccuracy for the **following two elements:** (1) **explain** student outcome on specific objectives, (describe strengths and needs on each objective); and (2) **reflect** on a teacher’s professional responsibility for making appropriate decisions based on data results. | The candidate demonstrated a **distinguished** level of knowledge of how to use assessment results by providing **accurate** information and data results for the **following two elements:** (1) explain individual/student outcome on specific objectives, (describe student strengths and needs on each learning outcome); and (2) **reflect** on a teacher’s professional responsibility for making appropriate decisions based on data results. |

<p>| 9.6 Understanding that effective instructional planning requires alignment of assessment and instruction prior to lesson delivery. CEC#4 &amp; 8 | The candidate was unable to <strong>describe</strong> the alignment between assessment and instruction because he/she clearly addressed <strong>fewer than two</strong> of the following elements: (1) statement of objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to <strong>describe</strong> the alignment between assessment and instruction by clearly addressing <strong>three</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to <strong>describe</strong> the alignment between assessment and instruction by clearly addressing <strong>four</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to <strong>describe</strong> the alignment between assessment and instruction by clearly addressing <strong>all five</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. |</p>
<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Client’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Dates Tutored</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G.L</th>
<th>R.L.</th>
<th>Area of Intervention: (based on IRI)</th>
</tr>
</thead>
</table>

Objective: (this must be a behavioral/performance objective. The format should be: After ___ (learning what), ___ (name of student) will ____ (do/perform what) at a level of ____ (how many) as measured by ____ (how you will assess). (delete the directions when you fill in the objective)

Length of lesson (may be one or two sessions):

Materials Used in Instruction:

Anticipatory Set: (what will you do to “hook” the student?)

Procedure: (step by step… what strategy, how presented, etc/guided practice, etc)

Closure:

Assessment: (Must match what you have in your objective)
Candidate Reflection: (what went well, what didn’t.. how did student respond.. were you on target? Did you plan well enough?)
## DISCUSSION BOARD RUBRIC MRD/MLL

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>0 Unsatisfactory</th>
<th>0.25 Emerging</th>
<th>0.50 Satisfactory</th>
<th>0.75 Proficient</th>
<th>1.0 point Distinguished</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in on-line discussions or e-mail; and postings are irrelevant or superficial.</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses.</td>
<td></td>
</tr>
<tr>
<td>Content of Posting</td>
<td>Does not add to the discussion.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course.</td>
<td>Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.</td>
<td>Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.</td>
<td>Posts are accurate, original, and relevant. Even better than telling us something new, they raise new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking evidenced by Posting</td>
<td>Does not enter posting.</td>
<td>Provides no evidence of agreement or disagreement with existing discussion.</td>
<td>Agrees or disagrees with existing discussion but provides no justification/explanation (e.g., text readings, resources).</td>
<td>Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g., text readings, resources).</td>
<td>Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.</td>
<td></td>
</tr>
<tr>
<td>Responsiveness IF required</td>
<td>Does not respond.</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post)</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post) by Wednesday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 1 response post) by Friday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 2 response posts) by Friday.</td>
<td></td>
</tr>
<tr>
<td>Writing Style</td>
<td>Does not write response.</td>
<td>Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.</td>
<td>Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.</td>
<td>Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.</td>
<td>Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.</td>
<td></td>
</tr>
</tbody>
</table>

Total Rubric Score = 5 points

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Modified by D.Emeigh 8/14. Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty
Wilmington College 3/05