

SPED 530: Reading & Writing Difficulties: Assessment & Intervention

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SPED 530: Reading & Writing Difficulties: Assessment & Intervention

Course Welcome

Welcome to SPED530, Reading and Writing Difficulties: Assessment and Intervention. Throughout this course, you will learn the foundations for assessment, including laws, as well as standardized and non-standardized methods of achievement assessment, how to interpret data to make decisions for a child and how to use this data to plan for the child's education. The developmental processes of reading and writing will be discussed and you will learn how to link assessment data to intervention to meet a child's needs.

Instructor Contact Information

Instructor: Angela Overmyer, M.Ed.

Email: angela.overmyer@betheluniversity.edu

Phone: 574-276-6529

Office Hours: via email

Preferred Contact Method: Email or Canvas

Instructor Email Response Policy

Any course related email sent to the instructor will have a response either by email, phone, or through the LMS within 48 hours.

Course Description and Credit Hours

3 credit hours. Offers knowledge and experiential learning activities related to psychoeducational assessment of students with mild to moderate disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, and curriculum-based measurement, as well as informal testing. Provides experiences in administering, scoring, and interpreting academic and behavior assessment instruments commonly used in special education with an emphasis on writing reports and developing the Individualized Education Program using existing and emerging technologies. Considers use of assessment results for instructional and placement decisions.

Course Objectives

At the conclusion of the course, students should be able to:

1. Administer, analyze and interpret both norm- and criterion-referenced assessment tools.
2. Understand the legal and ethical implications of assessment of exceptional learners.
3. Understand the use of assessment in relation to the development of IEP's, programming and choice of instructional interventions.
4. Develop the ability to communicate recommendations both orally and through written reports to parents, colleagues and other professionals.
5. Understand print and digital literacy.
6. Compare and contrast print literacy with digital literacy and explain the importance of each.
7. Analyze the development of reading and writing in terms of: comprehension, writing, vocabulary, word structure, fluency, and motivation.
8. Explain the importance of each developmental phase—emergent, beginning, transitional, intermediate, and skillful—to becoming a literate individual.
9. Describe how students' sociocultural context influences their literacy development and how cultural contexts influence teaching.
10. Explain the reasons for the gradual release of responsibility model of literacy instruction.
11. Explain the ways in which the development of oral language and thought are related.
12. Analyze why orthographic knowledge is a critical foundation for reading and writing.
13. Determine a text's complexity.
14. Analyze the evolving relationship among the development of oral language, thought, and literacy.
15. Apply knowledge of developmental stages to what and how we teach.
16. Evaluate the practices of highly effective literacy teachers within reading, writing, and word study workshops.
17. Explain high levels of student achievement in terms of classroom environment and effective literacy practices.

18. Explain how effective literacy teachers organize and manage whole-group and smallgroup instruction.
19. Name various ways to engage and motivate learners.
20. Explain how standards, assessment, and accountability practices have changed over time as well as how they relate to one another.
21. Compare and contrast different types of assessment.
22. Evaluate the quality of an assessment.
23. Identify the areas in future instruction where formative assessment will take a prominent role.
24. Analyze how their linguistic and cultural backgrounds could impact their teaching of literacy.
25. Explain the characteristics of English language learners within a classroom context and how these characteristics impact literacy development.
26. Compare and contrast literacy instruction for English language learners and native English-speaking students.
27. Describe the characteristics of emergent readers and writers.
28. Describe how teachers can promote language and vocabulary development in the emergent stage.
29. Explain the importance of and relationship between vocabulary and phonological awareness in the emergent stage and later reading achievement.
30. Analyze how readers grow and change throughout the emergent stage of development.
31. Identify the characteristics of a beginning reader and writer.
32. Describe how teachers develop children's word knowledge in the beginning stage.
33. Explain the relationship between word knowledge and a beginning reader's fluency and comprehension.
34. Describe how teachers can help develop a sophisticated vocabulary, thinking skills, and comprehension in the beginning stage.
35. Compare and contrast a learner when he or she first enters the beginning stage to a learner who is moving into the transitional stage.
36. Identify the characteristics of a transitional learner.
37. Describe how teachers develop children's word knowledge in the transitional stage.

38. Explain how teachers support readers with complex text and read with fluency and comprehension within the transitional stage.
39. Describe ways in which teachers support writing with fluency and intention.
40. Explain ways in which teachers integrate reading and writing instruction within the transitional stage.
41. Compare and contrast the characteristics of transitional and intermediate learners.
42. Describe how a student's understanding of text structures supports comprehension and/or critical engagements with literature and informational texts.
43. Explain how teachers guide intermediate students' close, deep readings of text.
44. Analyze the teaching of morphology in spelling and vocabulary with intermediate students.
45. Explain how reading and writing instruction is integrated during the intermediate stage.
46. Define response to intervention and compare it to the discrepancy model of intervention.
47. Explain how a comprehensive literacy assessment system helps teachers plan instruction and intervention for readers who struggle.
48. Name and describe several common profiles of readers who struggle.
49. Identify situations in which exploring a learning disability is appropriate.
50. Describe the kind of instruction that can help accelerate a student's progress.

Program Core Competencies

At the completion of the program, the student should:

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1. Know how to think critically and analytically within their discipline;
2. Be able to communicate concepts and ideas within their discipline effectively through both verbal and written communication skills;
3. Be able to use knowledge and skills in a variety of settings, especially in employment situations;
4. Understand how to apply a Christian world view in a variety of settings, especially in employment situations.

- **Exceptional Needs – Mild Educator Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.2, 5.4, 5.5, 5.7, 5.8, 6.1, 6.2, 6.3, 6.5, 6.7, 6.9, 6.10, 6.13, 7.3, 7.4, 7.7, 7.8, 7.9, 10.5, 10.7 & 10.8**

Required Textbook / Materials

Title: Assessment in special and inclusive education, 13th Edition

Authors: John Salvia, James Ysseldyke & Sara Bolt (2017).

Publisher: Wadsworth Cengage

ISBN-13: 978-1305642355

ISBN-10: 9781305642355

Textbooks and other required course materials can be purchased from the [online campus bookstore](#).

Course Requirements

Any online course activities assigned to the course are performed within Canvas.

Additional web sites and related web-based activities, if assigned, will be accessed through the course or through web links provided for web sites located outside the course.

Final Grade Calculation

Grade Distribution

Assignment	Point Value
Online Discussion 1	15 points
Online Discussion 2	15 points
Online Discussion 3	15 points
Online Discussion 4	15 points
Online Discussion 5	15 points
Online Discussion 6	15 points

Online Discussion 7	10 points
Assignment 1: Test Interpretation	50 points
Assignment 2: Written Expression Case Study	25 points
Assignment 3: Intensive Interventions (IRIS)	30 points
Assignment 4: Teacher-Made Assessment Questions	20 points
Assignment 5: Psychologist Interview	50 points
Assignment 6: Assessment and Progress Monitoring	100 points
Assignment 7: Final Exam/Assignment	30 points
Total	405 points

Grading Scale

Letter Grade	Percent
A	100% - 94%
A-	< 94% - 90%
B+	< 90% - 87%
B	< 87% - 84%
B-	< 84% - 80%
C+	< 80% - 77%
C	< 77% - 74%
C-	< 74% - 70%
D+	< 70% - 67%
D	< 67% - 64%
D-	< 64% - 60%
F	< 60% and below

Netiquette Policy

In an online course, almost all your interactions with other people will be through the internet. This netiquette policy applies to all your interactions with the instructor and your fellow students, and you are expected to follow the guidelines outlined below.

Respect other people and be willing to share your ideas and thoughts in a respectful way. Simply, respect others' views. You may disagree with someone, but do so graciously and constructively. Pause before writing emails or posts when you are angry, and reread what you wrote carefully before clicking 'send.' Treat others the way you wish to be treated—with respect.

Do not post or communicate offensive or hateful content. Bethel University does not permit discussions that are obscene, harassing, sexually explicit, or derogatory toward individuals or groups. These will be deleted, and repeat offenders may be barred from future participation.

Do not post or share personal information. Do not post or share information such as addresses, telephone numbers, etc., and do not post or share someone else's personal information.

Learning Activities and Tests

Online Discussion

Class Participation

In the event of classroom meeting cancelation due to a campus scheduled holiday or severe weather, the scheduled class session will continue online. The following requirements are for online discussions:

The student will submit an initial discussion post per discussion topic. This initial discussion is a minimum of 250 words. This initial discussion post must include a level of detail, analysis and reflection related to the discussion topic. The student is expected to cite references to support their opinion. Any use of references must be properly cited using APA format.

Each student is required to reply to a minimum of two student initial posts. The reply post is a minimum of 100 to 150 words. This post must include a level of detail, analysis and reflection.

To receive the minimum points possible for a weekly discussion requires each student to post their initial discussion response on the regular night of the class session and two student reply posts by day four of the session – unless otherwise directed by the professor.

Post / Response Guidelines

In an online classroom the majority of discussion among class members will take place in the discussion forum. Online discussion forums are designed to allow the class to engage in a healthy dialog on the lesson topic or question being presented. However, for the dialog to remain productive Bethel University requires each person to conduct themselves in a responsible manner by following the simple guidelines below. These help to maintain a collaborative and congenial environment by reminding us all that, when we communicate online, we are still engaging real people.

Stay on the discussion topic. Be respectful of participants and their time by staying on-topic and not commandeering a discussion with vague or unrelated comments. Contribute productive information when participating in a discussion by stating a complete and logical idea or concept. The goal in the discussion is to delve into a topic and “learn,” so when you post a comment stay on topic and explain your point of view.

Access the discussions several times in the weekly sessions to remain current and active in the discussion.

Do not post copyrighted material without the expressed, documented permission of the copyright holder or following proper source citation of the information, just as you would when writing an essay or term paper. Cite a source if you use it.

Contact your instructor if you have any questions.

Weekly Assignments and Course Schedule

Please see Canvas for details regarding assignments and course schedule.

Bethel University Policies and Resources

To view all Bethel University policies and information, please review the [Student Handbook](#).

Online Attendance

Online attendance is recorded each time that you log into the learning management system. The academic week is seven days for an online session and is based on the night the class normally meets (i.e. if the class meets on Monday night then the online session will be from Monday night through Sunday night of the following week). To receive full credit for attending online, you must login AND one of the following items must be completed as directed by the instructor:

- Submit an academic assignment.
- Submit a quiz or exam.
- Participate in a posted online academic discussion.

Note that the following actions will not count as attendance:

- Logging into class without active participation does not constitute attendance.
- Work done in a lab or other outside environment will not count toward online attendance.
- Assignments completed the week after the online assignment is due will not count toward attendance for the previous week.

Students are strongly encouraged to log into the course a minimum of three days during the week the course is “online” in order to understand the subject fully and to be successful in class.

An online absence is counted the same as an in-class absence.

Late or Make Up Work

It is important for students to submit work on time as scheduled in the class. This allows the instructor time to grade the material and provide feedback if necessary. Circumstances may interfere with the ability to submit an assignment on time. However, as a student you agree to take the class and therefore agree to submit work on time.

Students are encouraged to work ahead to avoid late assignments. Please communicate with your professor promptly if you have extenuating circumstances that may contribute to a late assignment.

Assignments (excluding discussion questions) will be accepted late, subject to a 10% deduction off the earned grade per day late (24-hour period), for up to 3 days. No assignments will be accepted after 3 days. Discussion posts and responses that are not posted by the due date will receive 0 points and are not accepted past the due date.

All work must be completed and submitted by the end of Week 7 of the course. No work will be accepted after the last day of the course.

Class Cancellation / Weather Policy for Online Courses

In the advent of in-classroom meeting cancellation due to a campus scheduled holiday or severe weather, the online course schedule will be maintained. Campus closures do not affect the online course schedule.

Plagiarism

Any act of deceit, falsehood or stealing by unethically copying or using someone else's work in an academic situation is prohibited. A student found guilty of plagiarism will receive an "F" for that paper, assignment or exam. The professor will have an interview with the student and submit a written report to the Program Director or Coordinator for the area in which the student is enrolled. If a second offense should occur, the student will be required to appear before the professor, the director and the vice president for adult and graduate studies. At this point the

student's continuation in the course and academic career are in jeopardy. Students are encouraged to refer to the Bethel Library's [online help for proper citation](#).

Disability Services

The Americans with Disabilities Act (ADA) is a law that provides civil rights protection for people with disabilities. Bethel University is compliant with equal access laws and requests students with disabilities. The Center for Academic Success (CAS) is located in the lower level of the Miller/Moore Academic Center.

If you have a disability, or think you have a disability, please make an appointment by calling Disability Services at the Center for Academic Success at (574) 807-7460 or (574) 807-7462 or email academicsuccess@betheluniversity.edu.

Bethel's website offers more detailed information under CAS. Please check out the [Student Guide for Disability Services](#).

Information Technology Help Desk

The Help Desk is open Monday-Thursday from 7:30 a.m. - 6 p.m. and Friday, 7:30 a.m. - 5 p.m., during the fall and spring semesters, and 8 a.m. - 5 p.m. during the summer (starting May 1). Hours may vary on holidays and breaks.

Contact the Help Desk at helpdesk@betheluniversity.edu or by calling (574) 807-7777.

Library

Bethel's Bowen Library offers a range of resources and services, both online and physical, to all students enrolled at Bethel College. All online resources are available at the [library website](#).

Almost all periodicals and journals are available online, and there is a wide selection of e-books available as well. Off-campus access to these resources requires an active Bethel login account. For assistance in locating information, librarians are available to answer questions via email ([Ask a Librarian](#)), phone, or in person during regular business hours. For physical resources, students are able to use the [library catalog](#) to locate books and resources that are held either by Bethel or any other library. Students may use the catalog to request books from another library and have them delivered to the Bowen Library.

Students may also go to any [PALNI](#) library or to Notre Dame or Holy Cross and check material out in person with a valid student ID. PALNI is a consortium of several academic libraries in Indiana of which Bethel is a member; some nearby member libraries include Saint Mary's, Associated Mennonite Biblical Seminary, Goshen, and Grace. In addition, physical books and journals, the Bowen Library provides study spaces, computers, and printers (included a web print station) to all students.

Syllabus Acknowledgment

Enrollment in this course is considered an acknowledgment that the student will review and follow the course syllabus and additional college policies as stated within the student handbook, college catalog and student information provided by the college through the campus website.

This syllabus is not a legal contract, but serves as a general outline for the semester. The professor reserves the right to make adjustments to the course as the need arises.