



Reading and Writing Instruction in Special Education I

EDSP
416/616
Spring 2018

Course Description

EDSP 416/616 is the second course in the Special Education Reading and Writing course sequence. EDSP 443, the first course in the sequence, focuses on processes and acquisition of reading and writing related skills. Both EDSP 416/616 and 484/684 focus on instruction and materials. EDSP 415/615 focuses on assessment. (See the MSDE reading course requirements:

<http://www.marylandpublicschools.org/msde/divisions/certification/progapproval/RC.htm>.) EDSP 416/616 addresses instruction and materials in grades 1-4. EDSP 484/684 addresses instruction and materials in grades 5-8. Both classes emphasize the importance of evidence-based literacy practices within an RTI framework. Both classes also emphasize support for students who are at risk or have disabilities.

This year, for the third time, EDSP 415/615 and EDSP 416/616, which are taken simultaneously, will be connected through a joint tutoring program. UMD students will assess (EDSP 415/615) and provide instruction (EDSP 416/616) for first grade students at a local public elementary school. The tutoring program is meant to provide an opportunity for UMD students to practice the skills they are learning while also providing a free service to the community. Assignments in EDSP 415/615 and EDSP 416/616 will overlap somewhat, but, in general, assignments related to instruction (e.g., lesson plans) will be graded as part of EDSP 416/616 and assignments related to assessment (e.g., assessment reports) will be graded as part of EDSP 415/615.

Note that this class follows EDSP 411 in which you learned about Universal Design for Learning, EDSP 413 in which you learned about Behavior Management, EDSP 451 in which you learned about differentiation and accommodations/modifications, and EDSP 443 in which you learned about the linguistic foundations of reading and writing. It is assumed you will apply knowledge gained from those classes in this class. There may be some review, but you are expected to have already covered these topics in depth in other classes.

University Policies and Resources

As a student, you have the responsibility to be familiar with and uphold the *Code of Academic Integrity* and the *Code of Conduct*, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at these links are particularly relevant to your experience in academic courses: <http://ugst.umd.edu/courserelatedpolicies.html> (for undergraduate

Instructor

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1311A

Class Meets

Mondays
Time: 1:15-4:00
Room: EDU
1315

Office Hours

Mondays
Time: 11:30-12:30
and by
appointment
Office: EDU
1311A

Teaching Assistant

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Office Hours: By
appointment
Office: EDU
1220

Course Website

Course
presentations and
materials are
posted on the
course website at
elms.umd.edu. All
presentations and
materials used in
class will be
available on the
course website by

students) and <http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record> (for graduate students). Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

Course Expectations

1. *Attend all class periods and participate in class discussions and activities.* Regular attendance and participation in this class is required and is the best way to grasp the concepts and principles being discussed. The University of Maryland's policy on excused absences is provided here:

www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540. When reviewing the policy, please note that any assessment listed as a test or exam, in-class presentation or an assessment worth at least 20% of your final grade is assumed to be a "major scheduled grading event" unless otherwise defined in the course syllabus. Additionally, in the event that you miss a tutoring session, please refer to the Tutor Absence Policy document.

2. *Come to class prepared to learn.* Success in this course depends upon being familiar with the readings, prior class assignments and related activities. Arrive to class on time, and bring necessary materials (e.g., handouts, lesson plans, and assignments) to every class. When you attend class, it is the instructor's expectation that you will be fully engaged in class activities. If you use your laptop for note taking, please refrain from non-course related activities, such as playing games, surfing the web, texting, or checking email. These behaviors, along with side conversations, are very distracting to the other students in the class as well as the course instructor. Please turn off or silence cell phones. If it is absolutely necessary to receive a call, notify the instructor, set the phone to vibrate, and take the call outside of the classroom. If it is noted that a student is regularly distracted or not engaged, engagement points will be subtracted accordingly.

3. *Engage in respectful discussions and be open to new or different ideas.* Throughout this class you will be challenged to think critically about the impact of cultural, sociological, and experiential differences from your own perspective as a learner as well as the perspective of a professional who is working with diverse learners. Please participate in discussions openly and respectfully using person-first language when speaking and writing about people with disabilities and other groups, and use acceptable terminology when addressing issues of gender, race, ethnicity, disability, sexual orientation, and other areas of diversity. Students are encouraged to take risks in class by asking difficult questions and sharing their stories and comments. It is acknowledged that the instructor or students may make mistakes in this regard, but it is everyone's responsibility to respond constructively to any conflicts or problems that arise. Language used in assignments and class discussions (written and spoken) should be respectful and professional at all times. All people will be treated respectfully in this course.

4. *Turn in assignments on time.* All assignments must be completed and submitted on or before the assigned due date and time. **Late assignments that are not related to tutoring (i.e., In-class learning activities, check for understanding, IRIS module, and case study) will not be accepted. Late work from tutoring (i.e., lesson plans) will not receive full credit.** Late lesson plans will be docked 10% for each day the lesson plan is late starting the minute they are overdue. All work submitted for the class must be legible, clearly organized, and proofread. Illegible work will not be graded. When emailing

the start of each class. Feel free to bring a tablet or laptop to class to access and take notes on PowerPoint slides. Some essential information will be presented in class only, and you will need to take notes beyond what is provided on the slides.

Course Communication

Important announcements will be made via the course website. To ensure you receive notifications for all announcements on elms.umd.edu, click Account, click Notifications, and then click the check next to Announcement.

assignments, the email time stamp associated with the submission will be used to determine whether to apply the late penalty. *All work submitted via email should include the author's last name and title of the assignment in the subject line (i.e., "Smith_Homework 1" not "Homework 1")* as well as in the **body of the submitted document** to avoid the late penalty.

5. *Complete your work with honesty and academic integrity.* The University of Maryland is a member of the Association of American Universities (AAU) and a Tier I Research University. Academic honesty is the expectation at all times. Cheating, fabrication, plagiarism, as well as facilitating academic dishonesty will not be tolerated. All members of the University Community - students, faculty, and staff - share the responsibility to challenge and make known acts of apparent academic dishonesty. Please visit www.ugst.umd.edu/courserelatedpolicies.html to become familiar with the definitions of these behaviors.

6. *College of Education Foundational Competencies:* The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate's advisor in addition to Foundational Competencies evaluation forms that may be completed. These evaluations will be reviewed along with the candidate's performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies.

7. *Course Evaluations (CourseEvalUM):* Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member. Your feedback is confidential and important to improve teaching and learning at UMD as well as to the tenure and promotion process. Go to www.courseevalum.umd.edu to complete your evaluations. **For Masters students:** Occasionally fewer than five graduate students are enrolled in the class and thus the CourseEvalUM system may not generate a review form for students in 616. In cases such as these, the College of Education has developed an anonymous Qualtrics survey that will be sent out in lieu of the CourseEvalUM request. Please complete this survey to ensure that the 616 students' voices may be heard. Your feedback is very important to me, I take your comments very seriously, and I want to know what's working well for you (as well as anything that is not working) as soon as possible. As a result, there are multiple ways of providing feedback in this class beyond the end-of-semester evaluations. Mid-course evaluations, "exit tickets" (to be completed during class time), and confidential feedback through my faculty mailbox in Benjamin 3214, are three ways that I encourage you to let me know your thoughts on the course so that I have a chance to make improvements throughout the entire semester.

Required Resources

Texts:

The following two texts are required. Additional readings will be posted on the course website. See the course website for a list of citations for the additional readings.



Hougen, M. C. & Smartt, S.M. (2012). Literacy Instruction & Assessment: Pre-K-6. Baltimore, Maryland: Brookes. [H&S]

Johnston, F. R., Invernizzi, M., Juel, C., & Lewis-Wagner, D. (2009). Book Buddies: A Tutoring Framework for Struggling Readers. New York, NY: Guilford. [BB]

Reading A-Z Subscription:

To obtain materials for tutoring, all students are required to purchase a subscription to Reading A-Z. Please use the following coupon code: **5004-L3arn17F**. The code is good for 6 months and the price is discounted down to \$27.49.

TurningPoint:

We will be using a phone app from TurningPoint in this class. You will need to create a Turning account to activate your license, which you can do through our Canvas site at *Clicker Registration*.

Tutoring Program

This semester, UMD students in EDSP 416/616 and EDSP 415/615 will be participating in a tutoring program at Berwyn Heights Elementary School. See the following two links for more information about the school:

- <http://www1.pgcps.org/berwynheights>
- <http://reportcard.msde.maryland.gov/Entity.aspx?k=162109>

UMD students will work one-on-one with select first graders whose teachers have determined to be in need of extra support in reading and writing.

UMD students will tutor at the school from 2:00-3:00 roughly once per week according to the schedule below. UMD students will meet as a group at the school directly after tutoring to debrief about tutoring sessions.

Transportation: Please arrange your own transportation to the school. Please plan to arrive by 1:30 to sign in and prepare your materials. Please see Dr. Wexler if you are having difficulty arranging transportation.

Professional Standards

This course addresses many professional standards for special education teachers. The course content covers **Maryland State Department of Education Priorities on Accommodations, Modifications, and Adaptations** that relate to the teaching of reading and writing as well as **Council for Exceptional Children (CEC), The Interstate Teacher Assessment and Support Consortium (InTASC) Standards** and **The College of Education Conceptual Framework (CF)** in terms of Knowledge and Emerging Commitments.

Assignment	CEC	InTASC	CF
Class Participation	7	9, 10	Professional Conduct
Read Aloud Assignment (RA)	3, 5	4, 5, 7, 8	Pedagogy
Lesson Plans (LP)	1, 3, 5	4, 5, 7, 8	Learners, Pedagogy
Case Study (CS)	1, 3, 5	1, 2, 4, 5, 6, 7	Learners, Pedagogy

Poster Presentation	4,5,7	6	Educational Goals and Assessment, Pedagogy, Learners
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Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on **time management, note taking, and exam preparation**, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your **communication skills** (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need **someone to talk to**, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help...** all you have to do is ask for it.

Grading & Assignment Policies

EDSP 416/616 Assignments				
Names	Possible Points	Category Weight	Objectives	Due Dates
Class Participation (CP)	20	8%	The student will engage in collaboration with the professor and with colleagues to advance his or her professional learning.	Ongoing Self-Evaluations: 3/12 and 5/7
Read Aloud Lesson Plan (RA)	20	8%	The student will plan a read aloud using effective instructional strategies to support phonics, vocabulary, and comprehension.	2/12
5 Lesson Plans (LP)	100	40%	The student will plan and implement instruction using a variety of instructional strategies to support student learning in reading and writing.	See Lesson Plan Schedule below for due dates of remaining lessons Note: No grade for LP1 (at/ot)
Case Study (CS)	50	20%	The student will demonstrate his or her understanding of learner development, learner differences, and planning for instruction through a comprehensive case study derived from his or her experiences tutoring a first grader.	5/9
Case Study Poster Presentation	50	20%	The student will demonstrate his or her understanding of learner development, learner differences, and planning for instruction through a comprehensive case study poster presentation derived from his or her experiences tutoring a first grader.	5/9
IRIS Module	10	4%	The student will demonstrate his or her understanding of data based individualization including the ability to make adaptations for intensifying and	4/16

individualizing intensive instruction
through a IRIS module.

TOTAL **250** **100%**

*Assignments should be submitted to ELMS. Please use this standard file-naming convention: LastName_AssignmentCode.doc (e.g., Wexler_RA.doc). These assignments should be typed in Microsoft Word and, except for the lesson plans, double-spaced. Remember to use pseudonyms for teacher and student names. Use T for teacher and S for student in lesson planning.

*For more information on each assignment, please refer to the Assignments & Rubrics document.

Activity	Pre-Lesson Due	Lesson Plan Schedule			Feedback Returned
		Feedback Returned	Lesson Implementation	Post-Lesson Due	
Read Aloud/Pre-Test	2/12	2/23 (F)	2/28 (W)	3/2 (F)	3/2 (F)
Lesson 1 (PM1)	<i>at/ot lesson provided</i>	N/A (T)	3/7 (W) at/ot	3/9 (F)	3/9 (F)
Lesson 2 (PM2)	3/12 (M)	3/13 (T)	3/14 (W)	3/16 (F)	3/16 (F)
<i>UMD spring break: No tutoring</i>
Lesson 3 (PM3)	3/26 (M)	3/27 (T)	3/28 (W)	3/30 (F)	3/30 (F)
Lesson 4	4/2 (M)	4/3 (T)	<i>PGCPS spring break: No tutoring</i>	N/A (F)	N/A (F)
Lesson 4 (PM4)	N/A (M)	N/A (T)	4/11 (W)	4/13 (F)	4/13 (F)
Lesson 5 (PM5)	4/16 (M)	4/17 (T)	4/18 (W)	4/20 (F)	4/20 (F)
Lesson 6 (PM6)	4/23 (M)	4/24 (T)	4/25 (W)	4/27 (F)	4/27 (F)
Closing/Post-Test	4/30 (M)	5/1 (T)	5/2 (W)	5/4 (F)	5/4 (F)

Point values will be assigned to exams and assignments. Final letter grades will subsequently be assigned on the basis of overall class performance. Letter grades correspond to the point cutoffs listed here (not rounded percentages). Cutoffs are absolute. This means that a grade of 89.99 will not be rounded to a 90%.

Please note: It is possible to earn the following grades in this class: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. The “+” and “-“ have been added to grades in order to allow for more nuance and precision in the evaluation process. Grades will be assigned according to the following chart:

Final Grade Cutoffs	
98.00 - 100% = A+	78.00 – 79.00% = C+
92.00 – 97.00% = A	72.00 – 77.00% = C
90.00 – 91.00% = A-	70.00 – 71.00% = C-
88.00 – 89.00% = B+	68.00 – 69.00% = D+
82.00 – 87.00% = B	62.00 – 67.00% = D
80.00 – 81.00% = B-	60.00 – 61.00% = D-

Course Schedule

Note: This is a tentative schedule, and subject to change as necessary – monitor the course Canvas page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Full Course Schedule (with EDSP 415/615)							
Date	Monday			Date	Wednesday		
	Time	Class	Location		Time	Class	Location
				1/24	1:15-4:00	415/615	TWS 1310
1/29	1:15-4:00	416/616	EDUC 1315	1/31	1:15-4:00	415/615	Online
2/5	1:15-4:00	416/616	EDUC 1315	2/7	1:15-4:00	415/615	TWS 1310
2/12	1:15-4:00	416/616	EDUC 1315	2/14	1:15-4:00	416/616	TWS 1310
2/19	1:15-4:00	415/615	EDUC 1315	2/21	1:15-4:00	415/615	TWS 1310
2/26	1:15-4:00	416/616	EDUC 1315	2/28	1:30-3:00	Tutoring – Intro (Read Aloud Lesson) and Pretest	BH
3/5	1:15-4:00	416/616 415/615	EDUC 1315	3/7	1:30-3:00	Tutoring – LP1 (AT/OT) & PM1	BH
3/12	1:15-4:00	416/616	EDUC 1315	3/14	1:30-3:00	Tutoring – LP2 & PM2	BH
3/19-3/23	UMD Spring Break						
3/26	1:15-4:00	416/616	EDUC 1315	3/28	1:30-3:00	Tutoring – LP3 & PM3	BH
4/2	1:15-4:00	415/615	EDUC 1315	4/4	1:15-4:00		TWS 1310
4/9	1:15-2:30	416/616	EDUC 1315	4/11	1:30-3:00	Tutoring – LP4 & PM4	BH
4/16	2:45-4:00	415/615 416/616	Online	4/18	1:30-3:00	Tutoring – LP5 & PM5	BH
4/23	1:15-4:00	415/615 415/615	EDUC 1315	4/25	1:30-3:00	Tutoring – LP6 & PM6	BH
4/30	1:15-4:00	415/615	EDUC 1315	5/2	1:30-3:00	Tutoring – Read Aloud and Posttest	BH
5/7	1:15-4:00	415/615	EDUC 1315	5/9	1:15 – 4:00	Final Class – Poster Session	TWS 1310

Topics and Readings Due

Date	Topic(s)	Reading(s) Due
1/29	Intros Syllabus Background info	H&S: ch 1 & 2 IES Practice Guide
2/5	Oral Language Development Using Read Alouds to support reading development	H&S ch 3 Flynn (2011) Zucker et al. (2009) Glasswell & Ford (2010) Santoro et al. (2016)
2/12	Using multi-component lessons to support reading: Dissecting the tutoring lesson plan Part I	[BB] ch 1, 4
2/14	Using multi-component lessons to support reading: Dissecting the tutoring lesson plan Part II	H&S ch 17
2/26	Practice LP 1 Phonemic Awareness	H&S ch 4 Chard & Dickson (1999) Flett & Conderman (2002)
3/5	Where do I start? Using data to drive your instruction	Bianco (2010)
3/12	Phonics Fluency	H&S ch 5 Wanzek & Haager (2003) Lane & Pullen (2015) Mastropieri et al. (1999)
3/19	UMD SPRING BREAK	
3/26	Vocabulary Comprehension	H&S ch 9,10 Cuticelli et al. (2015) H&S ch 11 Hagaman et al. (2010)
4/9	Writing	H&S ch 8, 13 De La Paz et al. (2010) Graham et al. (2012) Harris et al. (2002) Harris et al. (2013) Sherman & De La Paz (2015)
4/16	IRIS Intensive Intervention Module Pt. 1 (online class)	TEC Special Issue
5/9	Poster session	