COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education, Department of Middle and Secondary Education
Course No. SE390
Title of Course: Instructional Interventions for Middle and High School Students with Special Literacy Needs
Date: January 10, 2015
Please check: New Revision

I. Catalog Description (Credit Hours of Course)
   Literacy assessment techniques and interventions for middle and high school students with reading deficits. (3)

II. Co- or Prerequisite(s):
   Prerequisites: Admission to Teacher Education Program. Successful completion of SE307 Content Literacy Methods for Middle and High School, SE350 Pedagogy 1: Principles of Effective Teaching, SE360 or SE365 Pedagogy 2: MSE Interdisciplinary Methods and Technology and SE355 Field Experience.

III. Purposes or Objectives of the Course (optional):
The teacher candidate:
   A. Develops and uses formal and informal literacy assessments. MOSPE 7.3, PCS4Ec
   B. Accesses, analyzes, and appropriately uses literacy assessment data to design and carry out instruction for RTI-tiered intervention. MOSPE 7.2, PCS4Ec
   C. Develops a knowledge base of literacy assessment strategies and tools, including how to collect information on students’ literacy levels by observing classroom interactions and using higher order questioning. Uses analysis of the data to determine the effect of literacy instruction on individual and whole class learning. MOSPE 7.6, PCS4Ec
   D. Explains ethical and legal implications of confidentiality of student records and can describe and analyze literacy strategies to communicate student progress to all stakeholders. MOSPE 8.3, PDS5Ed
   E. Engages in collaborative classroom/department/school literacy data analysis processes. MOSPE 9.3, PCS4Ec
   F. Reflects on literacy teaching practices to refine their own instructional process in order to promote the growth and learning of students. MOSPE 4.1, PCS4Eb
   G. Plans and delivers lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with special literacy needs. MOSPE 3.2, PDS2Eb
   H. Knows research-based models of instructional strategies in content literacy that support students’ reading comprehension, writing, and critical thinking skills in their content area and meet the needs of students with special literacy needs. MOSPE 4.2, PBS2Ec
   I. Uses knowledge of diverse cultural perspectives of students and English Language Learners (ELLs) to create and implement literacy strategies which accommodate these students’ learning needs. MOSPE 4.1, PAS1Eb
   J. Knows the components and organization of an effective literacy curriculum; Creates aligned learning experiences using both Common Core Standards for Literacy and national and state content standards to promote effective learning outcomes for students with special literacy needs. MOSPE 3.1, PBS2Eb
IV. **Student Learning Outcomes (Minimum of 3):**

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher candidate uses formal and informal literacy assessments.</td>
<td>Locating and gathering research-based assessments (both formal and informal) to use in gathering baseline data on students who are struggling in each of the five critical literacy areas.</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher candidate effectively plans and implements appropriate literacy strategies for all students in their content area, especially those whose progress identifies them for an RTI-tiered instructional format.</td>
<td>Data analysis and interpretation</td>
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<td>Lesson plans Reflecting on practice</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher candidate knows and can articulate the components and organization of effective literacy curriculum especially for their content area.</td>
<td>Written report</td>
</tr>
</tbody>
</table>

V. **Optional departmental/college requirements:** none

VI. **Course Content or Outline** (Indicate number of class hours per unit or section):

- A. Development and use of formal and informal literacy assessments. 6 hours
- B. Accessing, analyzing, and appropriately using literacy assessment data to design and carry out instruction for RTI-tiered intervention. 6 hours
- C. Literacy assessment strategies and tools, including how to collect information on students’ literacy levels by observing classroom interactions and using higher order questioning. Analysis of the data to determine the effect of literacy instruction on individual and whole class learning. 6 hours
- D. Ethical and legal implications of confidentiality of student records and can describe and analyze literacy strategies to communicate student progress to all stakeholders. 1 hour
- E. Collaborative classroom/department/school literacy data analysis process. 2 hours
- F. Reflections on literacy teaching practices to refine own instructional process in order to promote the growth and learning of students. 3 hours
- G. Planning and delivering lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with reading deficits. 12 hours
- H. Diverse cultural perspectives of students and English Language Learners (ELLs) by creating and implementing literacy strategies which accommodate these students’ learning. 6 hours
- I. Components and organization of an effective literacy curriculum; Creates aligned learning experiences using both Common Core Standards for Literacy and national and state content standards to promote effective learning outcomes for students with reading deficits. 3 hours
Signature: ________________________________________________ Date: _____________________
Chair
Signature: ________________________________________________ Date: _____________________
Dean
COURSE SYLLABUS

Southeast Missouri State University
Department: Middle and Secondary Education
Course No.: SE390
Title of Course: Instructional Interventions for Middle and High School Students with Special Literacy Needs
Date: 1.10.15
Please check: X New __Revised
Semester:
Class Meeting Time and Location:
Instructor Name and Contact Information:
Office Hours:

Catalog Description (Credit Hours of Course):
Literacy assessment techniques and interventions for middle and high school students with special literacy needs.

Prerequisites: Admission to Teacher Education Program. Successful completion of SE307 Content Literacy Methods for Middle and High School, SE350 Pedagogy 1: Principles of Effective Teaching, SE360 and SE365 Pedagogy 2: MSE Interdisciplinary Methods and Technology, and SE355 Field Experience.


Purposes or Objectives of the Course:
The teacher candidate:
   A. Develops and uses formal and informal literacy assessments. MOSPE 7.3, PCS4Ec
   B. Accesses, analyzes, and appropriately uses literacy assessment data to design and carry out instruction for RTI-tiered intervention. MOSPE 7.2, PCS4Ec
   C. Develops a knowledge base of literacy assessment strategies and tools, including how to collect information on students’ literacy levels by observing classroom interactions and using higher order questioning. Uses analysis of the data to determine the effect of literacy instruction on individual and whole class learning. MOSPE 7.6, PCS4Ec
   D. Explains ethical and legal implications of confidentiality of student records and can describe and analyze literacy strategies to communicate student progress to all stakeholders. MOSPE 8.3, PDS5Ed
   E. Engages in collaborative classroom/department/school literacy data analysis processes. MOSPE 9.3, PCS4Ec
   F. Reflects on literacy teaching practices to refine their own instructional process in order to promote the growth and learning of students. MOSPE 4.1, PCS4Eb
   G. Plans and delivers lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with special literacy needs. MOSPE 3.2, PDS2Ea
   H. Knows research-based models of instructional strategies in content literacy that support students’ reading comprehension, writing, and critical thinking skills in their content area and meet the needs of students with special literacy needs. MOSPE 4.2, PBS2Ec
   I. Uses knowledge of diverse cultural perspectives of students and English Language Learners (ELLs) to create and implement literacy strategies which accommodate these students’ learning needs. MOSPE 4.1, PAS1Eb
J. Knows the components and organization of an effective literacy curriculum; Creates aligned learning experiences using both Common Core Standards for Literacy and national and state content standards to promote effective learning outcomes for students with special literacy needs. MOSPE 3.1, PBS2Eb

Student Learning Outcomes (Minimum of 3):

| 4. The teacher candidate uses formal and informal literacy assessments. | Locating and gathering research-based assessments (both formal and informal) to use in gathering baseline data on students who are struggling in each of the five critical literacy areas. |
| 5. The teacher candidate effectively plans and implements appropriate literacy strategies for all students in their content area, especially those whose progress identifies them for an RTI-tiered instructional format. | Data analysis and interpretation
Lesson plans
Reflecting on practice |
| 6. The teacher candidate knows and can articulate the components and organization of effective literacy curriculum especially for their content area. | Written report |

Class Concerns
Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Simin Cwick, Chair of Middle and Secondary Education

Accessibility
Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

Civility
Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Academic honesty
Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception
would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism**
In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:
1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating**
Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:
1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

**Grading scale and policies:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Students must have a C or better in this course. Students must have a 3.0 GPA in professional education courses for certification.

**Text:**

**Class content—outline or schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Field Work</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Components and organization of an effective literacy curriculum; Creates aligned learning experiences using both Common Core Standards for Literacy and national and state content standards to promote</td>
<td>Hall and Comperatore (Teaching Literacy to Youth Who Struggle with Academic Literacies); Common Core Standards for Literacy (<a href="http://www.corestandards.org/ELALiteracy/">http://www.corestandards.org/ELALiteracy/</a>); National Standards for all content areas (various websites)</td>
<td>Observations of school-wide literacy programs</td>
<td>Written report</td>
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<tr>
<td></td>
<td>Effective learning outcomes for students with special literacy needs.</td>
<td>Development and use of formal and informal literacy assessments.</td>
<td>Observations of use of formal and informal literacy assessments in classroom</td>
<td>Analysis of assessments for use in TC’s classroom.</td>
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<td>2</td>
<td>Brozo (Assessment for Literacy Growth and Content Learning in Secondary Schools); Benton (Literacy Assessment Guides); Websites</td>
<td>Observations of use of formal and informal literacy assessments in classroom</td>
<td>Analysis of assessments for use in TC’s classroom.</td>
<td></td>
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<tr>
<td>3</td>
<td>Benton (Literacy Assessment Guides); Websites</td>
<td>Observations of use of formal and informal literacy assessments in classroom</td>
<td>Analysis of assessments for use in TC’s classroom.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Literacy assessment strategies and tools, including how to collect information on students’ literacy levels by observing classroom interactions and using higher order questioning. Analysis of the data to determine the effect of literacy instruction on individual and whole class learning.</td>
<td>Observing literacy assessments in classroom</td>
<td>Analysis of data from assessments; Making decisions on appropriate instruction to follow on</td>
<td></td>
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<tr>
<td>5</td>
<td>Administering assessments in 5 critical literacy areas</td>
<td>Analysis of data from assessments; Making decisions on appropriate instruction to follow on</td>
<td></td>
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<tr>
<td>6</td>
<td>Accessing, analyzing, and appropriately using literacy assessment data to develop literacy instruction.</td>
<td>Plan co-teaching activities</td>
<td>Developing lessons based on data assessments</td>
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<tr>
<td></td>
<td>Design and carry out instruction for RTI-tiered learning.</td>
<td>Plan co-teaching activities</td>
<td>Developing lessons based on data assessments</td>
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<tr>
<td>7</td>
<td>Accessing, analyzing, and appropriately using literacy assessment data to design and carry out instruction for RTI-tiered learning.</td>
<td>Reed et. al. (Implementing Effective Tier 1 Instruction); Johnson et. al. (Tier 1 Instruction); Roy-Campbell et al. (Differentiating Literacy Instruction for Adolescents)</td>
<td>Written analysis of lessons, lessons learned, and instructional decision-making</td>
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<tr>
<td>8</td>
<td>Planning and delivering lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with reading deficits.</td>
<td>Teasing/co-teaching RTI-leveled instruction – Level 1</td>
<td>Written analysis of lessons, lessons learned, and instructional decision-making</td>
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<tr>
<td>9</td>
<td>Planning and delivering lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with reading deficits.</td>
<td>Reed et. al. (Establishing Interventions in Reading; Guidelines for Tier 2 and 3); Johnson et. al. (Tier 2 and 3 Intervention); (Fitzell (Vocabulary Intervention Strategies);</td>
<td>Written analysis of lessons, lessons learned, and instructional decision-making</td>
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<tr>
<td>10</td>
<td>Planning and delivering lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with reading deficits.</td>
<td>Fitzell (Reading Comprehension Intervention Strategies; Writing Intervention Strategies)</td>
<td>Written analysis of lessons, lessons learned, and instructional decision-making</td>
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<tr>
<td>11</td>
<td>Planning and delivering lessons and learning activities through selecting appropriate literacy strategies to positively impact learning and meet the needs of students with reading deficits.</td>
<td>Fitzell (Mind-mapping, Graphic Roadmaps, and Visual Organizers)</td>
<td>Written analysis of lessons, lessons learned, and instructional decision-making</td>
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<tr>
<td>12</td>
<td>Diverse cultural perspectives of students and English Language Learners (ELLs) by creating and implementing literacy strategies which accommodate these students’ learning.</td>
<td>Rubinstein-Avila and Leckie (Meaningful Discipline-Specific Language Instruction for Middle School Students for Whom English is an Additional Language); Benton (Cognitively-demanding/Cognitively undemanding text structures)</td>
<td>Implementing a variety of levels of cognitively difficult text structure</td>
<td>Reflecting on practice</td>
</tr>
<tr>
<td>13</td>
<td>Diverse cultural perspectives of students and English Language Learners (ELLs) by creating and implementing literacy strategies which accommodate these students’ learning.</td>
<td>Klingner and Vaughn (Strategies for Struggling Second-Language Readers); Benton (Context reduced/Context embedded)</td>
<td>Implementing a variety of levels of contexts to text structure</td>
<td>Reflecting on practice</td>
</tr>
<tr>
<td>14</td>
<td>Ethical and legal implications of confidentiality of student records and can describe and analyze literacy strategies to communicate student progress to all stakeholders.</td>
<td>FERPA</td>
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<tr>
<td>15</td>
<td>Reflections on literacy teaching practices to refine own instructional process in order to promote the growth and learning of students.</td>
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<td>Throughout course</td>
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<tr>
<td>16</td>
<td>Final Exam date/time</td>
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</table>

Potential Readings and Resources


http://www.adlit.org