



Course Syllabus: Tier 3 Reading Strategies  
West College of Education  
SPED 4313 X10  
Aug 22-Dec 9 2022

Contact Information

Instructor: Edward Schultz  
Office: Enter Bridwell 310  
Office hours: Tues 11-12; Wed 1-3, TR 11-12  
Office phone: (940) 397-6203  
E-mail: [Edward.schultz@msutexas.edu](mailto:Edward.schultz@msutexas.edu)

Instructor Response Policy

Use D2L for course related questions. If I do not respond within 24 hours on weekdays, send a gentle reminder. I usually am very prompt in my replies.

Textbook & Instructional Materials

Leslie, L., & Caldwell, J. S. (2020). Qualitative Reading Inventory (7th Edition). Pearson Education (US). <https://bookshelf.vitalsource.com/books/9780135921319>

Course Description

Scientifically-based reading instruction in the explicit, sequential, systematic teaching of decoding skills, fluency, and phonemic awareness for students with dyslexia and other reading-related learning disabilities.

Course Objectives/Learning Outcomes/Course Competencies

*Domain III—Promoting Student Achievement in English Language Arts and Reading and in Mathematics*

Competency 008—The special education teacher promotes students' performance in English language arts and reading.

The beginning teacher:

1. Applies knowledge of developmental processes associated with communication systems (e.g., listening, speaking, writing), including emergent and preliteracy skills, and knows how to provide a variety of opportunities for students with disabilities to learn communication skills.
2. Knows how to use a variety of assessment practices and procedures to plan and implement instruction in English language arts and reading

that is responsive to the strengths and needs of individuals with disabilities.

3. Knows the nature and stages of literacy development, and various contexts and methods for promoting students' literacy development.
4. Applies knowledge of phonological and phonemic awareness and strategies for promoting the phonological and phonemic awareness of students with disabilities.
5. Applies knowledge of the alphabetic principle and word analysis skills (e.g., decoding, structural analysis, sight word vocabulary) and knows how to provide students with disabilities with systematic instruction that promotes their ability to apply the alphabetic principle and word analysis and decoding skills.
6. Applies knowledge of reading fluency and the relationship between reading fluency and reading comprehension and knows how to provide students with disabilities with systematic instruction that promotes their reading fluency.
7. Knows the importance of comprehension in reading and knows how to provide students with disabilities with instruction in the use of skills and strategies (e.g., critical/creative thinking) to promote their reading comprehension.
8. Knows how to provide students with disabilities with systematic instruction to develop skills in writing conventions and competence in written communication.
9. Knows the relationship between learning and effective study, critical-thinking and inquiry skills and knows how to use various methods and strategies to teach students with disabilities to apply study, critical-thinking and inquiry skills.
10. Knows skills for interpreting, analyzing, evaluating and providing visual images and messages and knows how to provide systematic instruction that helps students with disabilities learn to interpret, analyze, evaluate and create visual images and messages in various media and technologies.

Aspects of other standards will also be covered (see link below).

[http://www.tx.nesinc.com/Content/StudyGuide/TX\\_SG\\_obj\\_161.htm](http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_obj_161.htm)

Science of Teaching Reading  
*Domain I—Reading Pedagogy*

- K. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional

needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning.

- L. Demonstrate knowledge of tiered instructional models used in Texas classrooms (e.g., Multi-Tiered Systems of Support [MTSS], including Response to Intervention [RtI]) and basic components of these models (e.g., universal screening, evidence-based practices, research-based core curriculum and interventions, progress monitoring, data-based decision making, fidelity of implementation).
- M. Recognize that individual variations in literacy development occur and may require additional support and monitoring in the early childhood education classroom and warrant in-depth evaluation and/or collaboration with other professionals, if growth is not achieved through classroom interventions.
- O. Recognize that decoding-related difficulties and disabilities represent the most common source of reading difficulty; demonstrate knowledge of distinguishing characteristics of dyslexia and dysgraphia, including early indicators of dyslexia and dysgraphia; and demonstrate familiarity with evidence-based instructional strategies and best practices that general education teachers in prekindergarten through grade-3 classrooms can use to help support the literacy development of students with identified delays in decoding and spelling.
- P. Demonstrate knowledge of basic linguistic terminology and concepts used in reading instruction (e.g., phoneme, morpheme, inflectional suffix, derivational affix, prosody), including identifying the role of various language systems (e.g., phonology, morphology, syntax, semantics, discourse, pragmatics) involved in oral language and literacy development.
- Q. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support students' reading development, reading engagement, and motivation to read.

Competency 002—(Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.

- A. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the *Texas Prekindergarten Guidelines* or TEKS for ELAR (Kindergarten through Grade 6), and using data from ongoing reading

- assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.
- B. Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessments, formative or progress-monitoring assessments, summative assessments, diagnostic assessments, and pre- and post-assessments.
  - C. Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning, and identify techniques for assessing various decoding skills (e.g., using word lists to assess recognition of high-frequency words; using word pattern surveys, pseudo-word assessments, phonics surveys, writing samples, or spelling surveys to assess phonics knowledge and skills; using structural analysis surveys to assess syllabication and morphemic analysis skills) and various dimensions of reading comprehension (e.g., using oral retellings, written responses, or text-based questioning to assess reading comprehension and vocabulary knowledge; using oral language and writing samples to analyze academic language and vocabulary development).

Competency 004—(Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
  - C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language.
  - D. Demonstrate understanding of the distinctions between phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle.
  - E. Demonstrate knowledge of key concepts related to the development of phonological and phonemic awareness (e.g., recognizing that young children naturally attend to the meaning of language rather than its sounds and that larger units of sound are easier to detect and manipulate than smaller units of sound).

- F. Demonstrate knowledge of the phonological awareness continuum as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 2) and apply knowledge of the phonological awareness continuum in order to plan and deliver instruction that is systematic and sequential.
- G. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of phonological awareness skills.
- H. Demonstrate knowledge of research-based strategies and best practices for promoting development of phonemic awareness skills, including strategies that help make the concept of phonemes more concrete for young children (e.g., using manipulatives).
- I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.
- J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address the assessed needs of all students.

Aspects of other standards will also be included (see link below)

[http://www.tx.nesinc.com/Content/StudyGuide/TX\\_SG\\_obj\\_293.htm](http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_obj_293.htm)

## Student Handbook

Refer to: [Student Handbook-2020-21](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

## Grading/Assessment

Course Grade- List all graded assignments (for all certification courses at least one assessed performance-based assignment is required) with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137=A.

Table 1: Points allocated to each assignment – You can change table information but will need to use table tool if you add more columns or rows. Do not leave any blanks in table. Follow instructions listed under Course Schedule.

Assignments	Points
Midterm Exam	100
Final Exam	100
Reading Rocket Modules/Case Studies	100
IRIS Modules (4)	100
Test Administration (PBA Assessment)	100
Total	500

Table 2: Total points for final grade.

Grade	Points
A	450-500
B	400-449
C	350-399
D	300-349
F	Below 300

## Homework

Homework will consist of in-depth study of lectures and readings. Homework will also include IRIS and Reading Rocket Modules.

## Exams

There will be a Midterm and Final Exam covering required readings.

## Projects Required

A significant focus of this course will be over the assessment of students who struggle with reading. You will work with a partner to record the proper administration, scoring, and interpretation of various tools of assessment.

### Mid-Term Exam

The Midterm exam will occur on mid-October consisting of material covered up to that point. The exam is worth 20% of your final grade. It will not be timed, consist of 25-40 questions (TF; Multiple choice, short answer).

### Final Exam

The Final exam will occur on mid-October consisting of material covered up to that point. The exam is worth 20% of your final grade. It will not be timed, consist of 25-40 questions (TF; Multiple choice, short answer).

### Late Work

Late work will be accepted with prior arrangements with professor.

### Make Up Work/Tests

Make up work, tests may be accepted at professor discretion and accepted only with prior arrangements.

### Important Dates

Last day for term schedule changes: August 22-25.

Deadline to file for graduation: December Graduates, Sept 26; May Graduates, October 3.

Last Day to drop with a grade of "W:" Oct. 24. date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. Two unexcused absences will result in drop of letter grade. Three to four unexcused absences will result in drop of 2 letter grades. Five unexcused absences will result in F.

### Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to**

***submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

#### Instructor Class Policies

Professional standards of teacher behavior are expected throughout class.

#### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

#### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

#### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

#### College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Course Schedule:

## Course Schedule

Week of	Activities/Assignments/Exams	Due Date
Aug 25	Reading Rocket Modules <a href="https://www.readingrockets.org/teaching/reading101-course/modules/course-modules">https://www.readingrockets.org/teaching/reading101-course/modules/course-modules</a>	
Sept 1	Reading Rockets	
Sept 8	Reading Rockets	
Sept 15	Reading Rockets	
Sept 22	IRIS	
Sept 29	IRIS	
Oct 6	IRIS	Oct 12 Reading Rockets and IRIS
Oct 12	Midterm	
Oct 20	Reading Rope	
Oct 27	Reading Rope	
Nov 3	IDA	
Nov 10	QRI	
Dec 1	QRI	Reading Rope, IDA, QRI Dec 8
Final Exam	Comprehensive	Dec 8

### References/Scientifically-Based Research/Additional Readings:

Example. International Reading Association (2018). Standards for Reading Professionals: A Reference for the Preparation of Educators in the United States. Newark, DE.

### Appendix A:

References/Scientifically-Based Research/Additional Readings:

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- Chow, J. C., Walters, S., & Hollo, A. (2020). Supporting Students With Co- Occurring Language and Behavioral Deficits in the Classroom. *TEACHING Exceptional Children, 52*(4), 222-230.
- Code of Federal Regulations
- Cross, A. M., Joanisse, M. F., & Archibald, L. M. (2019). Mathematical abilities in children with developmental language disorder. *Language, Speech, and Hearing Services in Schools, 50*(1), 150-163.
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A case of mistaken identity: A commentary on Kranzler and colleagues' "Classification agreement analysis of Cross-Battery Assessment in the identification of specific learning disorders in children and youth", *International Journal of School & Educational Psychology*, 4(3), 137-145.

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Appendix A: Standards/Competencies Field  
253: Educational Diagnostician Examination Framework

**WCOE Standards (InTASC):**

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements: List up-to-date INTASC standards here.

### **WCOE Standards (InTASC):**

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

**Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

**Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community

members to ensure learner growth, and to advance the profession.