



University of North Carolina at Wilmington

Watson School of Education

SEDL 368- 200

Teaching Reading to Learners with Special Needs Lab

1 Credit Hour

Fall 2011

Instructor: Terri S. Collins, Ph.D.

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Office Hours: Monday (9:00 – 11:30; 1:30 – 4:30)

Tuesday (12:30 – 1:30; 3:30 – 5:00)

Thursday (2:00 – 4:00)

Meeting Dates: 5:00 – 6:15 Thursday;

Times in schools TBA

Location: Watson School of Education Bldg. 108

Charter Day School

Course Description:

This course is designed to provide students with supervised opportunities to implement and modify explicit reading instruction to meet the needs of students with exceptionalities. Emphasis will be on the application of instructional sequences that adhere to the guidelines for teaching phonemic awareness, vocabulary, fluency, comprehension, and the alphabetic principle.

Prerequisite: EDN 301; Corequisite: SED 368

Conceptual Framework:

This course is designed to focus on key components of the Watson School of Education conceptual framework <http://www.uncw.edu/ed/pdfs/cf.pdf>: The primary mission of the Donald R. Watson School of Education at the University of NC Wilmington is to develop highly competent professionals to serve in teaching and other educational leadership roles in southeastern NC, the state, and nation. The Watson School is committed to achieving excellence in teacher and administrator preparation in all of its programs. To realize the mission of the Watson School, thorough grounding in theoretical and empirical bodies of knowledge is provided, the educator's capacity to utilize knowledge to improve schools and enhance learning

by children and youth is developed, and commitment to personal, professional, and institutional development is fostered. Assignments in this course will assist students in preparing to be a competent professional and a leader.

Required Text:

Good, III, R.H., & Kaminski, R.A. (2011). *DIBELS Next Assessment Manual*. Retrieved from <https://dibels.org/next/index.php>.

You will need to go to the website and create an account. You will download the “Assessment Manual”. (You do not have to print a copy.)

Recommended Text:

Engelmann, S., Haddox, P., & Bruner, E. (1983). *Teach your child to read in 100 easy lessons*. New York: Simon & Schuster.

Course Objectives:

Upon successful completion of this course, the student will be able to:

- Demonstrate knowledge of research and theories associated with reading difficulties in students [NCLD 7.1] [NCMD 10.3] [CECCC1] [CECGC3].
- Demonstrate knowledge of the basic reading skills in the North Carolina Standard Course of Study (NCSCOS) for grades K-12 [NCMD 3.1].
- Demonstrate understanding and knowledge of the phonological and morphological structure of the English language [NCLD 1.1] [NCMD 1.1] [NCBED 1.1].
- Demonstrate knowledge and correct use of Direct Instruction programs [CECCC9] [CECGC4].
- Demonstrate ability to teach and utilize a variety of learning strategies for reading [NCLD 2.2] [NCMD 2.3] [NCBED 2.2][CECCC4] [CECGC4].
- Analyze phonological and word recognition skills from a reading assessment documenting strengths and weaknesses and with plans that support the goals and objectives for the student(s) [NCLD 7.1] [CECCC7:8].
- Write a comprehensive case report summary demonstrating understanding of a student’s current level of functioning, progress, and future needs [NCDPIGC5:1, 2][CECCC7;8][CECGC8]
- Collaborate with classroom teacher, special education teacher, family member, and student to identify specific instructional needs and reading goals and objectives for case study student [NC10:1;2;3]

Course Requirements

ASSIGNMENT	POSSIBLE PTS
Instructional Lessons: 8 @ 15 pts. each	120
Lesson Format Checkouts 6 @ 10 pts. each	60
Assessment Report	50
Case Report Summary (CBM Project)	50
Video Tapes: 2 @ 10 pts. each	20
Letter to Teacher	30
TOTAL	330

Grading Scale:

TOTAL # of PTS	GRADE
297 - 330	A
264 - 296	B
231 - 263	C
198 - 230	D
197 -below	F

Descriptions of Lab Assignments**1) Instructional Lessons:**

You will teach reading lessons using principles of direct instruction. Before teaching lessons, you must observe at least 2 complete reading lessons taught by your partner teacher. You will then teach 2 partial lessons and 6 complete lessons. Lesson plans must be submitted to Taskstream prior to implementation of your lesson and followed up with a reflection upon completion of the lesson. You **MUST** plan to be observed by the professor at least once. These observations will take place on Tuesday, Wednesday, or Thursday. All observations and lessons must be documented using the field experience observation form found at <http://www.uncw.edu/ed/professionalexperience/fieldexperience.html#Materials> Final day for field experiences is **Wednesday, November 30**. Documentation forms will be due in class on **December 1**. **You MUST complete all required hours to receive credit for the course.** (120 pts.)

2) Lesson Format Checkouts

You will demonstrate mastery of 6 direct instruction lesson formats. Checkouts will take place during Thursday lab meetings. (60 pts.)

3) Assessment:

You will use the results of a curriculum-based measurement to determine a student's present level of performance and strengths/weaknesses by following guidelines posted on Blackboard. **Due on September 29** (50 points).

4) Case Report Summary (Curriculum Based Measurement Report):

You will write a comprehensive case report summary describing a student's level of performance prior to intervention. You will set CBM long-term goals in accordance with student current performance information, document the intervention/enrichment activities implemented, chart progress monitoring results (graph) throughout the intervention, and provide recommendations for future reading activities. Rubric and instructions will be placed on Blackboard. You will also provide a short presentation to the class on your results. **Report and presentation due December 1** (50 points).

5) Audio/Video Tapes:

You will video the first and last teaching sessions. You will edit each video into a 5 minute clip that will be uploaded to Blackboard. With the final video, you will include a lesson reflection. **First video due by October 6; second video due by December 1** (20 points).

6) Report to Parent:

You will create a report to give to the teacher that summarizes the results of your work with the student. You will indicate the present levels of the student's performance and the plan for remediation/enrichment. You will also describe any additional activities that can be done at school or home. **Due December 1** (30 points).

Additional Information:

1) Professional Quality:

All work done outside class should be typed and of professional quality. Ten percent of the total points possible will be deducted if there are more than **two errors** (i.e., in grammar, spelling, or uncorrected typos). Directions should be carefully followed. If you do not understand the requirements of an assignment it is your responsibility to contact me for additional help prior to the session in which the assignment is due. I will provide oral feedback (**once** before the assignment is due) on a draft of an assignment, if sufficient time is available for an appointment to be arranged. All assignments should be double-spaced using Times or Times New Roman 12-point font.

2) Assignment Guidelines:

The student is responsible for the information provided on Blackboard 9 (Bb 9) and the textbook. Guidelines for content, format, and evaluation of individual assignments will be provided on Bb 9. Please follow these guidelines prior to generating assignments. It is recommended that you check Bb 9 daily for any announcements. Completed assignments will be uploaded to the link placed on Bb 9.

3) Late Assignments:

Ten percent of the total points possible will be deducted from the points earned on any assignment for each session it is late. An assignment is considered late if you give it to me after the dismissal of the class session in which it is due. Any "re-do's" approved by the instructor will be penalized by a 10%-point reduction for the assignment.

4) Lab Attendance:

Lab attendance is a professional obligation and is expected at every session. You are allowed one absence with no penalty; however, each subsequent absence will result in the loss of 5 points from your final grade. If you encounter an emergency and cannot attend your placement, you must notify the school first, then the instructor. After the first missed lab session, you must make up any missed sessions (maximum of 2 sessions) prior to November 30. Lab sessions in the school will be completed on Monday – Thursday.

5) Confidentiality:

- All identifying names and information should be omitted from written work and discussions. All information should be treated as confidential. Information about children, families and programs shared in class *must not* be discussed outside of class.
- Any information that is learned about a particular program or a child and his/her family should be discussed only with the staff of the program, the instructor, and other students in the context of class learning activities.
- Information should be shared only with the purpose of enhancing your learning and that of your peers, not as gossip.
- All information should be treated as confidential. Information about children, families and programs shared in class *must not* be discussed outside of class.
- Students are expected to interact with children and adults without prejudice or partiality, be sensitive to and respectful of cultural differences, and to refrain from imposing any personal views or values upon children or adults.

6) Undergraduate Academic Honor Code:

Students are expected to adhere to the Honor Code as described in the *UNCW Student Handbook and Code of Student Life*. Violation of the Honor Code may result in a failing grade in the course.

7) Standards of Professional Conduct

“All students associated with the WSE, prior to and after admission to the school, must accept the responsibility for adhering to high ethical standards, as they make a commitment to serve pupils, schools, and their profession,” as outlined in the WSE Standards of Professional Conduct. These standards incorporate:

- Code of Ethics for North Carolina Educators
- Code of Professional Practice and Conduct for North Carolina Educators
- WSE professional expectations outlined in the Performance Evaluation Scale
- UNCW Code of Student Life

8) Disability Accommodation:

If you are a person with a disability and anticipate needing accommodations of any type to participate in this class, you must notify Disability Services (Westside Hall, 962-7555), provide the necessary documentation of the disability, and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please provide a copy of the letter you receive from the Office of Disability Services. If you require

accommodations for test-taking, please make sure I have the referral letter now less than three days before the test. For more information see:

9) Violence and Harassment:

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with a violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>

9) Cell phones:

Cell phones should not be taken into the school.

10) Dress code:

Please dress professionally when attending your placement. Dress code will be discussed in class.

11) TaskStream:

The Watson School of Education requires that all education majors enrolled in methods courses maintain an active account on TaskStream, a web-based curriculum builder and portfolio toolset. You are asked to maintain that account for the duration of your program with the Watson School of Education (www.taskstream.com). Students in these courses will use TaskStream to maintain a Professional Development Portfolio. This portfolio includes evidence of your work to demonstrate progress toward meeting exit requirements and professional standards.