COURSE DESCRIPTION:
This course focuses on the use of effective instructional practices to provide targeted intervention to students who are experiencing developing literacy skills. Emphasis is placed on design and implementation of instructional interventions to assist non-readers and struggling readers, including English Learners, in the areas of work identification skills, oral language, reading comprehension, vocabulary development and motivation. Candidates examine theory and research related to these topics and implement research-based methods of intervention with pre-k-12 students.

THEME OF THE COLLEGE OF EDUCATION AND ALLIED STUDIES
To prepare collaborative leaders committed to professional excellence, social justice and democracy, who will influence a diverse and interconnected world.

MISSION OF THE DEPARTMENT OF TEACHER EDUCATION
To prepare teachers who are dedicated to the academic achievement of all students, and who demonstrate a commitment to life-long professional growth and school leadership.

HOW THIS CLASS RELATES TO THE THEME AND MISSION STATEMENT
Effective literacy instruction and intervention is pivotal to helping students achieve success in their academic and personal lives. This course provides the candidate with the theoretical and practical knowledge necessary to play a leadership role in delivering effective and bias free literacy assessment and relating instruction in the areas of fluency, comprehension, vocabulary, and written language. Candidates demonstrate effective strategies for working with students and colleagues in order to develop effective literacy practices.

COURSE OBJECTIVES
Candidates will
1. Demonstrate effective practices for literacy assessment and create instructional sequences to provide intervention for each component of research-based literacy instruction, including: oral language, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and to develop the skills needed to address the specific needs of diverse groups. (RLAA 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e 3.2f, 3.3, 5.2B)
2. Demonstrate the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs (RLAA 3.2g, 3.3, 5.2)
3. Integrate research and apply appropriate assessment, instruction and differentiation in the field, planning literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated and based on formal and informal assessments of individual student’s progress that assures that the full range of learners develop proficiency as quickly and efficiently as possible (RLAA 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e 3.2f, 3.3)
4. Demonstrate knowledge of the normal progression of complexity for each component of literacy as presented in the Foundations/Standards and their Frameworks, the expected stages and patterns in students’ development including early and adolescent literacy, the implications of delays or differences in students’ literacy
development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention. (RLAA 3.3, 5.2A2, 5.2A3, 5.2A4)

5. Demonstrate the selection and application of appropriate assessment instruments including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring. (RLLA 3.6)

6. Demonstrate knowledge of differences and relationships between the skills needed for assessing and supporting students’ literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem (RLAA 3.7)

7. Demonstrate the ability to work with colleagues in using grade level or school wide assessment data to implement/revise instructional programs to meet the needs of diverse learners. (RLAA 3.8)

8. In site based field experiences candidates interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress. (RLAA 4.3)

9. Apply principles of equity as they work with colleagues to interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and/or school level discussion and/or professional development (RLAA 5.A2)

10. Select appropriate assessments, administer, analyze and summarize the results of the assessments, use assessment results to guide instruction report the results in ways that are meaningful to parents, classroom teachers and administrators. (RLAA 5.A3, 5.A4)

11. Plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on assessments data assures that the full range of learners develop proficiency as quickly and effectively as possible. Candidates use modeling massed and distributed practice, and opportunities for application as strategies to facilitate student learning that incorporates instructional materials, technology, routines, and strategies that are appropriately aligned with students’ assessed language and literacy needs. (RLLA 5.B2, 5.B3)

Texts:


Additional Resources

Interventions for Students with Interventions for Students with Reading Disabilities: Requirements at Reading Disabilities: Requirements at the School and Classroom Level

Effective Interventions for Struggling Readers
http://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-
Resource/neps_literacy_good_practice_guide.pdf

Give Struggling Readers the Specific Kinds of Support they
Need http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/give_struggling_readers_spec
ific_support/

Iowa Center for Reading Research http://www.iowareadingresearch.org/
California Preschool Learning Foundations and Frameworks - Foundations in Language and
Literacy www.cde.ca.gov/re/pn/fd/documents/preschoollf.pdf

California Common Core State

Additional readings may be assigned over the course of the quarter.

University Policies
• By enrolling in this class the student agrees to uphold the standards of academic integrity described in the
catalog at http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html.
• If you have a documented disability and wish to discuss academic accommodations, or if you would need
assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with
disabilities needing accommodation should speak with Accessibility
• Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat,
severe storm, hazardous materials, terrorist attack) may be found at:
Please be familiar with these procedures. Information on this page is updated as required. Please review the
information on a regular basis.
• Information on the minimum computer hardware and software specifications may be found at:

Additional readings may be assigned over the course of the quarter.

COURSE FORMAT AND COMMUNICATION REQUIREMENTS
Candidates must complete 10 hours of intervention prior to the submission date of Saturday March 9 at 9 am.
Suggested is to begin the intervention quickly and work for more than an hour each week. Draft reports are due
February 21 and must include at least 7 hours of documented intervention with artifacts.

NOTE: DUE dates are firm. The Blackboard will close at the date and time the assignment is DUE. Assignments
will not be accepted past the due date. You may need to ‘double up’ on the number of intervention sessions in a
week in order to meet the 10 hours requirement. Reports with less than 10
hours of documented intervention will receive a lowered reflecting an incomplete assignment.

Class format includes, but not limited to lecture, discussion, interactive presentations, zoom, video, and blackboard.
It is the responsibility all candidates to activate their CSU East Bay Horizon account and check Blackboard and
their horizon account e-mail account regularly.
Please read the information in bold italics below.

All work is to be submitted by the due date to BOTH the Blackboard and when appropriate the Signature
Assignment link. The assignment must be presented in Microsoft Word and structured according to APA 6th
edition. Google doc, pdf or text format documents representing candidate work will NOT be read. PDF format
will be accepted only for submitting student work samples. No submissions of candidate or student work after the
due date will be accepted. Submissions via e-mail for clarification will not be accepted under any circumstances. If submitted they will not be read.

Candidates will receive ONE review of their work prior to submission as the Signature Assignment.

GRADERS
Grades are based on the percentage of the points earned. Assignment of the grades is as follows:
Grades will be assigned based on candidate performance on assignments and classroom participation based on the PERCENTAGE of points earned. You may need to earn a B in order to remain in the program.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>below 70</td>
<td>no credit</td>
</tr>
</tbody>
</table>

Assignments must be completed and submitted on the due dates specified in this syllabus. A minimum of 5 points, 10 points on the intervention project, will be deducted from partially completed assignments. Incompletes will not be authorized except in the case of severe illness or family emergency.

COURSE ASSIGNMENTS:
1. Intervention project 60 points DUE March 10 9am
2. Intervention program review & presentation 20 points (review & presentation) DUE January 31 9 am
3. Professional research and practices 10 points DUE February 14
4. First Mid-point intervention progress report 10 points DUE January 24
5. Second midpoint and DRAFT Intervention report 10 points DUE February 21 4:30 pm
6. Reflection on intervention project process 10 points DUE March 14 9am
7. Attendance, class activities, and participation 10 points (2, 1, 0)
8. Intervention Project (60 points) DUE Saturday March 10 at 9am

Implement a Reading/Language Arts intervention program with one student based on the results of an IRI (expository) and phonics survey or case study from last quarter. Interventions sessions should take place for a minimum of 10 hours over the course of the quarter. The intervention sessions should take into consideration the age/grade of the student and identified needs.

Submit the following to receive credit. The project will be evaluated according to the rubric posted on the course Blackboard. Create a narrative that describes the intervention process. Identify and describe the considerations in developing and implementing intervention. To support the report add the following as appendices:
1. Copy of assessment report without the appendices (from TED 6213 class)
2. Intervention planning sheet (overview of the intervention process)
3. Complete lesson plans for each session
4. Student work samples (at least 2 per session)
5. Letters that contain suggestions to continue student’s progress for parent/guardian, teacher, site administrator.

Additional materials to structure the intervention process will be posted on the course Blackboard.

First mid point (3 hours of intervention) intervention report will be evaluated separately from the evaluation of the project and is DUE January24.

The second midpoint intervention (7-8 hours of intervention) and DRAFT progress report will be evaluated separately from the evaluation of the project and is DUE February 21.

2. Specialized Research Based Intervention Program Review & Presentation (20 points write up and presentation). DUE January 31 Read these instructions carefully and be certain that you provide a complete description in your write up and presentation. Be certain that you review your work prior to presentation.

1. You will be assigned a research-based intervention reading program or program identified for RTI tiered instruction. Assignments are found at the end of the syllabus.

The research-based reading program is designed to address difficulties in one or more of the following areas: Phonemic Awareness, Phonics, Word Identification, Fluency, Comprehension or Vocabulary. Programs may include:
2. Gather information such as review of published research or other materials regarding the program, attending a workshop or visiting a school, center, or clinic using the program, examination of materials.

3. Create an in-depth presentation (ppt and oral) of the program. The presentation should cover the following: a) description of the program, including its research base, b) key instructional methods, c) placement within the RTI/MTSS process, d) sample materials, e) documented outcomes including research, f) feasibility (cost per student, class school, district, training, etc), g) supporting comments and detracting comments from literacy specialists, h) your own evaluation of program effectiveness.

4. In addition to the content above, consider and address the following elements for effective programs.
   1) The programs should be able to be offered as soon as it is clear the student is lagging behind in the development of skills or knowledge critical to reading growth.
   2) They must significantly increase the intensity of instruction and practice and they should be available in a range of intensities.
   3) They must provide the opportunity for explicit (direct) and systematic instruction and practice along with cumulative review to insure mastery.
   4) They must provide skillful instruction including good error correction procedures, along with many opportunities for immediate positive feedback and reward.
   5) They must be guided by, and responsive to data on student progress.
   6) They must be motivating, engaging, and supportive; a positive atmosphere is essential.

5. Presentation: Present a 15-minute overview of your program, using visual aids. Post your presentation and your written analysis on the course Blackboard. The schedule will be created January 17.

3. Professional Research and Practices (10 points presented as an in class activity) DUE February 14, 21, 28 (in class jigsaw)
   1. Outside of class Work in teams of 4 to locate professional articles on a topic of interest. Topics may include, but are not limited to: motivation, middle and high school struggling readers, motivating boys, site based instruction plans or increasing academic vocabulary.
   2. Post the articles on Blackboard
   3. Read each others articles
   4. In your class teams share your articles
   5. After small group discussion, convene whole class discussion on implications for practice in your group’s area of investigation.

4. First Midpoint Intervention Progress Report DUE January 24
   1. Submit information to document the intervention process to the submission date. Include completed intervention lesson plans and a reflective narrative on the process/progress/what you notice and have learned to this point. Include challenges and successes in the presentation. Also include what you will be doing for the remainder of the lessons. You must have 3 hours of lessons completed.
   2. Post the documentation on the course Blackboard.

5. Second Midpoint Intervention and Draft Intervention Report DUE February 21
   1. Submit information to document the intervention process to the submission date. Include completed intervention lesson plans and a reflective narrative on the process/progress/what you notice and have learned to this point. Include challenges and successes in the presentation. Also include what you will be doing for the remainder of the lessons. You must have 7-8 hours of lessons completed.
   2. Post the documentation on the course Blackboard

6. Reflection on the Intervention Process DUE March 14 at 4:30 pm
   1. Complete a reflection on the intervention process. What did you learn including what you would have done the same and what you would have done differently? How will you apply what you have learned in your practice? How can your work serve as a resource for other intervention plans and programs?

SCHEDULE
The course schedule is presented to enable candidates to complete the reading and assessments as well as research effective policies and practices. The schedule may be change to meet the needs of the course participants. Intervention program presenters will be chosen at random. Content for the first two weeks of the course was presented in the fall TED 6231
The readings are **suggested** and **serve as a resource** for instructional activities. There will be no quiz on the readings.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| One     | **Profiles of struggling readers**  
          | Linking assessment to instruction, role of miscue analysis             | Caldwell & Leslie chapter 1                  |                                                 |
|         | Intervention: Designing the diagnostic instruction intervention sequence | Creating the instructional Template (see notes and feedback from TED 62231 course using Intervention Planning Sheet and the Instructional Template Forms) |                                                 |
|         | Balanced instruction components                                         |                                              |                                                 |
|         | Choosing strategies                                                     |                                              |                                                 |
|         | Instructional templates (see bb)                                        |                                              |                                                 |
|         | ***Some candidates will have revisions of their assessment reports to complete prior to February 14.*** |                                              |                                                 |
| Two     | **Instructional Strategies**                                           | Caldwell & Leslie chapter 2                  |                                                 |
|         | Diagnostic Instruction                                                  |                                              |                                                 |
|         | Work on presentation of Intervention Program Assigned                    |                                              |                                                 |
|         | Building Skills for:                                                   | Self selected readings of strategies         |                                                 |
|         | Phonological Awareness                                                  |                                              |                                                 |
|         | Alphabet Knowledge                                                     |                                              |                                                 |
|         | Sight Words                                                             |                                              |                                                 |
|         | Phonics                                                                 |                                              |                                                 |
|         | Structural Analysis                                                     |                                              |                                                 |
|         | Context Clues                                                           |                                              |                                                 |
| Three   | **Review of Intervention Procedures and process**                      | Caldwell & Leslie chapters 3 & 4             |                                                 |
|         | Organize text and artifacts for first mid-point intervention report     |                                              |                                                 |
| Four    | **Presentation of progress to date bring artifacts and lessons to class for review** | Caldwell & Leslie chapters 5 & 6             | **First Midpoint Intervention Progress Report** |
|         |                                                                        | Post on course Blackboard                    |                                                 |
| Five    | **Multisensory Instruction: Introduction to Orton Gillingham Instruction** | Presentation of Intervention Programs (3)    | **Specialized Research Based Intervention Program Review & Presentation** |
|         | Building Skills: Prior Knowledge Concept Development                    | Caldwell & Leslie chapters 7 & 8             | Post on the course Blackboard.                  |
|         | Vocabulary as Word Meaning                                              |                                              |                                                 |
|         | General Comprehension                                                   |                                              |                                                 |
| Six     | **Issues in Literacy Intervention**                                     | Presentation of Intervention Programs (3)    |                                                 |
|         |                                                                        | Caldwell and Leslie chapters 11 & 12         |                                                 |
| Seven  
| February 14  
| Field based class | **Professional Practices: What can we learn from the research?**  
| Caldwell and Leslie chapters 9 & 10 | **Post your Professional Practices articles** on the course Blackboard. **Read the articles of the other members in your group for class 2/28.** |
| Eight  
| February 21  
| Field based class | **Instructional strategies: Vocabulary & Spelling**  
| | **Building Skills for Comprehension: QAR’s, Self-Questioning, KWL, DRTA, Comprehension Interactive Strategies, Reciprocal Teaching, Think Aloud, Visual Imagery** |
| | **The second midpoint intervention (7-8 hours of intervention) and DRAFT progress report DUE February 21. Post on course Blackboard** |
| Nine  
| February 28 | **Professional Practices Jigsaw activity Considerations for Middle and Secondary Students**  
| | **Presentation of Intervention Programs (3)** |
| Ten  
| March 7 | **Literacy Leadership-N, S, E, W Activity; Evaluating your site’s literacy program**  
| | **Presentation of Assessment and Intervention Reports (small group sharing)**  
| | **Discussion of Intervention process: Feedback to each presenter for incorporation into process.** |
| | **Presentation of Intervention Programs (3)**  
| | **Intervention Reports DUE Saturday, March 10 at 9 am. Submit to Discussion Board Thread and Signature Assignment Link on Blackboard.** |
| Finals Week  
| March 14 | **Reflection on the intervention process**  
| | **What did you learn? How will you apply what you have learned in your practice?**  
| | **Presentation of Intervention Programs (3)**  
| | **Reflection on the intervention process Response due at 4:30 pm.** |

### Assignments for Intervention Program Presentation

<table>
<thead>
<tr>
<th>Intervention Program</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level Literacy Intervention</td>
<td>Lisa</td>
</tr>
<tr>
<td>Wilson Reading Program</td>
<td>Amanda</td>
</tr>
<tr>
<td>Read Naturally</td>
<td>Paula</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>Brenna</td>
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<tr>
<td>Rime Magic</td>
<td>Emily W</td>
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<td>SIPPS</td>
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<tr>
<td>REWARDS</td>
<td>Sydney</td>
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<tr>
<td>Lexia</td>
<td>Lizeth</td>
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<tr>
<td>S.P.I.R.E.</td>
<td>Jesseca</td>
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<td>Slingerland Reading Program</td>
<td>Janelle</td>
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<td>Lindamood Bell Program</td>
<td>Dorie</td>
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<td>Read 180 and System 44</td>
<td>Graeme</td>
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<tr>
<td>Soar to Success</td>
<td>Erin</td>
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<td>Great Leaps</td>
<td>Stacy</td>
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<tr>
<td>Voyager Passport</td>
<td>Nicole</td>
</tr>
<tr>
<td>Language!</td>
<td>Natalie</td>
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