

RED 4519

DIAGNOSIS AND INSTRUCTIONAL INTERVENTION IN READING

Miami Dade College

Course Description: This course introduces materials and formal/informal methods to identify reading strengths and needs such as standardized norm-referenced, criterion-referenced, performance assessment, informal reading inventory. Assessment of phonemic awareness, phonics, fluency, vocabulary, comprehension, concept development, and cognitive strategies are explored, with emphasis on diagnosing reading problems, administering assessments, evaluating results, and planning instruction/interventions to correct or remediate. Students will apply assessment options. Addresses Council for Exceptional Children's Content Standards for All Beginning Special Education Teachers. Minimum 20 hours structured field experience required. Pre-requisite: RED 3309.

Three credits

Competency 1: The prospective teacher will be demonstrate ability to identify, administer, and interpret results from a variety of traditional measures appropriate for assessing students' reading skills, including Informal Reading Inventories. To this end they will be able to

- a. Assess students' literacy development by means of a variety of forms of authentic assessment, including observational checklists, anecdotal records, student performance, and portfolios
- b. Administer and evaluate a reading miscue analysis for an individual student
- c. Identify the strong points and limitations of group standardized, individual standardized, and informal measuring instruments
- d. Utilize results of assessment measures to select materials and methods to effectively remediate students in a reading program
- e. Utilize interest inventories to capitalize on the motivation that the student already possesses
- f. Maintain observational and anecdotal records to monitor students' reading skill development in comprehension, vocabulary, phonics, and study skills

- g. Evaluate a student's reading levels, including independent reading level, instructional reading level, and frustration level
- h. Assess a student's level of comprehension by using a cloze procedure
- i. Select and use appropriate diagnostic techniques for discovering students' dominant modalities, cognitive styles, and learning rates
- j. Use a diagnostic flowchart to complete a diagnosis of reading skills in an efficient manner

Competency 2: The prospective teacher will demonstrate the ability to accurately communicate diagnostic information to administrators, counselors and other support personnel. To this end they will be able to

- a. Communicate effectively with remedial reading students so that they are aware of their progress
- b. Design prescriptive procedures in accordance with the diagnosis of students' needs in reading
- c. Establish positive interaction with students that encourages and supports student learning
- d. Identify communication techniques for use with families whose first language is not English

Competency 3: The prospective teacher will demonstrate the ability to identify principles and strategies for affecting changes occurring in his/her classroom and school. To this end they will be able to

- a. Design a professional development plan based on self-reflection to further his/her own learning
- b. Explain the value of participation in professional organizations, including the International Reading Association
- c. Identify various resources, such as The Reading Teacher and Reading Research Quarterly, which are available for keeping current with developments in the field of reading

Competency 4: The prospective teacher will demonstrate ability to modify lessons with increased attention to the students' creative thinking abilities. To this end they will be able to

- a. Identify materials and technologies that expand students' critical, creative, and evaluative thinking abilities
- b. Develop and utilize strategies such as discussions, group interactions, and writing to encourage student problem solving

Competency 5: The prospective teacher will be able to demonstrate acceptance of students from diverse cultures and linguistic backgrounds by treating all students equitably. To this end they will be able to

- a. Identify, implement and/or modify strategies to help struggling readers improve their reading skills
- b. Select appropriate culturally and linguistically sensitive materials for teaching reading
- c. Utilize a variety of instructional approaches to foster learning in students with varying modalities (i.e., visual, auditory, kinesthetic, and tactile)

Competency 6: The prospective teacher will be knowledgeable of demonstrating care so as not to misrepresent facts concerning a students' views or academic progress. To this end they will be able to

- a. Maintain honesty in all professional dealings
- b. Make appropriate referrals to specialists as necessary for students experiencing unusual difficulties in learning to read

Competency 7: The prospective teacher will be knowledgeable in using a variety of activities to interest and motivate students at all reading levels. To this end they will be able to

- a. Select materials at appropriate readability levels for reading students
- b. Use a variety of teaching strategies to meet the needs of students at different developmental levels

- c. Identify common characteristics of students with emotional disturbance that can negatively affect learning to read

Competency 8: The prospective teacher will be knowledgeable in identifying physical, psychological, socioeconomic, and educational factors that negatively impact student success in reading. To this end they will be able to

- a. Identify competencies that students should achieve in their progression through the grades by describing a scope and sequence of reading skills
- b. Design and implement a plan that is highly individualized and directed toward correcting specific reading deficiencies in a student
- c. Compare and contrast traditional diagnosis and remediation with current trends in assessment and instruction of struggling readers
- d. Describe strategies for teaching word identification skills (sight words, context clues, phonics, structural analysis)
- e. Develop appropriate lesson plans to teach essential comprehension skills
- f. Identify reading games that provide reinforcement of word recognition and phonics skills
- g. Design lesson plans to remediate specific skill weaknesses in the areas of letter knowledge, sight words, word analysis skills, comprehension, vocabulary development, and study skills
- h. Describe characteristics of students with specific learning disabilities, hyperactivity, and attentional deficit disorder
- i. Define common terms needed for test interpretation

Competency 9: The prospective teacher will be knowledgeable in designing an instructional setting to meet students' learning needs. To this end they will be able to

- a. Implement instructional activities to meet students' cognitive, linguistic, and affective needs
- b. Arrange and manage the physical environment to facilitate student learning outcomes

- c. Create a positive learning environment in which students are actively engaged in learning, social interaction, cooperation, and self-motivation

Competency 10: The prospective teacher will demonstrate knowledge in designing a flexible program of reading remediation to meet the needs of individual learners. To this end they will be able to

- a. Keep records that monitor student progress in a planned remediation program
- b. Select instructional materials that are appropriate to the needs and interests of the student
- c. Maintain systematic and appropriate records to document assessment of students who have been diagnosed as having difficulties with learning to read
- d. Analyze standardized and/or classroom assessment to determine cognitive, social, linguistic, cultural, emotional, and physical needs prior to instructional planning

Competency 11: The prospective teacher will be knowledgeable in serving as a model for other teachers of reading. To this end they will be able to

- a. Understand the importance of working collaboratively with families to improve the literacy skills of students

Competency 12: the prospective teacher will demonstrate knowledge in Selecting and utilizing appropriate education software for remedial instruction. To this end they will be able to

- a. Utilize technology in lesson and material preparation

