

Course Description

RED4519 | Diagnosis and Instructional Intervention in Reading | 3.00 credits

The teacher candidate will apply the principles of explicit, systematic and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading. The teacher candidate will engage in a systematic problem-solving process to identify and remediate reading difficulties, using the results of informal reading assessments to plan interventions. Reading Competencies 3 and 4. (Fifteen hours of clinical experience are required in an approved first-third grade setting with ESOL students). Prerequisite: RED 3393.

Course Competencies

Competency 1: The teacher candidate will differentiate instruction and provide intervention based on classroom assessments by:

1. Maintaining a climate of openness, fairness, and support
2. Demonstrating knowledge of the educational neuroscience basis for skilled reading acquisition
3. Utilizing student data and progress monitoring to differentiate instruction and plan interventions
4. Applying varied multisensory intervention strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding
5. Providing targeted reading skills intervention based on needs assessments
6. Utilizing AI tools to assist with scaffolding assignments and differentiating instruction

Competency 2: The teacher candidate will select and administer appropriate assessments and analyze data to inform reading instruction by:

1. Understanding how to apply measurement concepts in reading assessments to identify student strengths and needs
2. Defining and explaining test reliability, validity, and standard error of measurement and understanding major types of derived scores from standardized tests
3. Administering formative and summative assessments, including screening, progress monitoring, diagnostic, and outcome measures, and understanding their purposes and functions
4. Understanding the purposes of informal reading assessments for each component of reading development and their role in identifying student needs
5. Describing the purposes of various formal reading assessments, including norm-referenced and criterion-referenced assessments, and how to interpret data reports
6. Utilizing quantitative and qualitative reading assessments for data triangulation and instructional planning
7. Using assessments to identify students with substantial reading deficiencies, including characteristics of dyslexia
8. Examining how reading disabilities vary in presentation and when to refer students for additional assessment
9. Discussing how to read and interpret standardized diagnostic test results from psychologists, speech-language professionals, and educational evaluators
10. Explaining how to analyze and interpret assessment results to make instructional modifications, especially for English learners
11. Documenting and using data systematically to differentiate instruction, intensify intervention, and meet the needs of all students, including those with reading difficulties and dyslexia
12. Analyzing data trends to identify adequate progress in student reading development
13. Identifying appropriate assessments and accommodations for progress monitoring
14. Selecting and administering language-appropriate assessments for English learners
15. Implementing allowable accommodation as specified in Individual Educational Plans (IEPs) or 504 Plans for students with disabilities

16. Reviewing assessment results with caregivers and families and sharing strategies to support reading development

Competency 3: The teacher candidate will provide evidence-based instruction for students with differing profiles by:

1. Differentiating evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension from enrichment practices to intensifying interventions
2. Implementing evidence-based practices for developing higher-order thinking, background knowledge, and comprehension through writing
3. Understanding the stages of English acquisition for English learners and differentiating instruction accordingly
4. Applying current theories of second language acquisition to differentiate reading instruction for English learners of diverse backgrounds and various levels of prior education
5. Differentiating reading instruction for English learners across various levels of literacy development in their first language
6. Recognizing how characteristics of both language and cognitive development impact reading proficiency to differentiate instruction
7. Comparing language, reading, and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction
8. Recognizing the characteristics of competent and skilled readers to differentiate instruction more effectively
9. Identifying factors impeding student reading development in each of the reading components based on informal and formal assessments
10. Implementing a classroom-level plan for monitoring student reading progress and differentiating instruction for all students, including those with reading deficiencies and characteristics of dyslexia
11. Monitoring student progress and using data to differentiate instruction for all students, including those with identified reading deficiencies and characteristics of dyslexia
12. Implementing evidence-based intervention practices for students with substantial reading difficulties, including those with dyslexia
13. Scaffolding instruction and intensified interventions for students with identified reading deficiencies and dyslexia characteristics in each component of reading
14. Selecting and using developmentally appropriate multisensory materials that address students' strengths and needs to differentiate instruction
15. Planning for differentiated instruction that utilizes increasingly complex text, embeds assessment, includes scaffolding, and provides reteaching when necessary for individuals and small groups
16. Implementing appropriate and allowable instructional accommodations, including the use of technology, as specified in the Individual Educational Plan (IEP) or 504 Plan when differentiating reading instruction for students with disabilities, including those with characteristics of dyslexia

Competency 4: The teacher candidate will foster developmental writing skills in students by:

1. Distinguishing among the developmental stages of writing (e.g., drawing, scribbling, letter-like formations, strings of letters)
2. Identifying developmentally appropriate writing strategies for developing concepts of print and conventions, including spelling and punctuation
3. Determining the stages of the writing process (e.g., prewriting, editing, publishing)
4. Identifying and distinguishing characteristics of various modes of writing (e.g., narrative, expository, argumentative)
5. Identifying developmentally appropriate strategies for enhancing the writer's craft (e.g., supporting details, dialogue, and transition words)

Competency 5: The teacher candidate will support best practices for literacy instruction for English Language Learners (ELL) by:

1. Describing the demographic and policy context surrounding instruction for ELLs
2. Contrasting the differences in learning to read in a first versus a second language
3. Discussing the role of oral language proficiency in learning to read
4. Evaluating the implications for the teaching of English alphabets to children not fully in command of the English language

Competency 6: The teacher candidate will provide classroom instruction in a supportive learning environment for ELLs by:

1. Planning for integrated standards-based ESOL and language-sensitive content instruction
2. Creating supportive, accepting, student-centered classroom environments
3. Planning differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences
4. Planning learning tasks to meet the needs of students with limited formal schooling (LFS)
5. Planning for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information
- Use computers and emerging technologies effectively