Instructor/TA Info

Instructor Information
Name: Katie Steed
Office Location: 340 MCKB
Office Phone: 801-422-1408
Office Hours: Mon, Wed 11:00am-12:00pm
Or By Appointment
Email: katie_steed@byu.edu

Course Information

Description
This course prepares participants to teach beginning and remedial reading and language arts by using explicit instructional methods founded in the essential reading elements of: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. The course includes assessment, placement, and instruction for letter names and sounds, new vocabulary, fluency, comprehension, penmanship, spelling, grammar, and written expression.

Prerequisites
Admission to Special Education major or licensure program and successful completion of previous Special Education courses.

Materials

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<th>Item</th>
<th>Price (new)</th>
<th>Price (used)</th>
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<tr>
<td>BEGINNING READING FOR OLDER STUDENTS GRADES 4-8 - Required by LAPIN, G</td>
<td>12.99</td>
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<td>RESEARCH BASED METHODS OF READING INSTR GRADES K-3 - Required by VAUGHN, S</td>
<td>23.95</td>
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<td>TEACHING READING CHILDREN W/ DOWNS SYNDROME - Required by OELWEIN, P</td>
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<td>TEACH YOUR CHILD TO READ IN 100 EASY LESSONS - Required by ENGLEMAN, S</td>
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Learning Outcomes
IEP
1. Write IEP present levels of educational performance and, measurable annual goals for reading.

Core curriculum for reading and language arts
2. Demonstrate knowledge of core curriculum for reading and language arts

Analyze learning objectives
3. Task analyze learning objectives for reading and language arts

Daily lesson plans
4. Plan daily lessons for reading and language arts.

Dynamic Indicators
5. Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to benchmark and monitor reading progress of one early elementary student.

Matching student instructional reading levels
6. Choose reading materials to match student instructional reading levels.

Teaching of the 5 areas of the national reading panel
7. Demonstrate the teaching of the 5 areas of the national reading panel

Teach writing
8. Demonstrate the teaching of writing.

Progress monitoring data
9. Demonstrate the use of progress monitoring data to make instructional decisions.

Grading Scale

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<th>Grades</th>
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Grading Policy
Late assignments will receive 10% off each day they are late. Assignments are due at the beginning of class. Completing assignments in a timely fashion is a necessary skill for success in this course, this major and your future career. Any level of dishonesty in your coursework could result in failing the course entirely. Within reason, accommodations may be made to the extent it will not effect the integrity of the course. Letters from The Accessibility Center must be submitted prior to any accommodations being made.
Per University Policy, all assignments are due by the last day of class.

USOE Teacher Candidate Grade and Retention Rule
Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

Participation Policy
Students will be graded on their participation level in class including: This is a screen-free classroom. If you need to text, please excuse yourself to the hallway to do so. Plan to actively participate in class and group discussions and please do not participate in activities that may be distracting to others and that do not pertain to the topic for class that day.

Attendance Policy
Students are expected to attend each class period, come on time and stay the full duration. Being in class is a critical part of your knowing the content. If you need to miss class for any reason, please do not expect to earn the same amount of points as your peers who are present.

Assignments

Assignment Descriptions

DIBELS Materials

Due: Wednesday, Jan 11 at 8:50 am

- Go to dibels.org
- On left hand side under Assessments, click DIBELS Next
- Click Sign Up
- Sign up
- Keep username and password
- Login
- Accept terms
- Review DIBELS NEXT ASSESSMENT MANUAL (briefly)
- Carefully read: DIBELS Next Scoring Booklet Printing Directions
  (https://dibels.org/next/downloads/DIBELSNext_PrintingDirections.pdf)
- Print Progress Monitoring Scoring Booklets for: FSF, PSF, NWF and DORF Level 1
- Take booklets separately for each test and flip every other page after the cover page so that the page numbers are on the top. Then put in copy machine and print single sided to double sided. Fold stack in half and booklet should be in order
- Print Student materials for: NWF and DORF Level 1

quiz 1

Due: Wednesday, Jan 11 at 11:59 pm

Di in class activity

Due: Monday, Jan 23 at 11:59 am

LP 1

Due: Wednesday, Jan 25 at 8:50 am

DI Lesson plan: Phonemic Awareness blank lesson plan.doc  Download (plugins/Upload/fileDownload.php?fileId=1128cf96-r89f-LY1N-aKnd-IG575bf3d0e&pubhash=b-R-EJLIOcfNF_iQ2_TiVJWDBzVkrzbYpww_gohTvWNq33D5A-9-GuXrGKMBP12-0CpNuVcnAZcO4s8OUnbS9w==)

DIBELS Testing 1

Due: Monday, Jan 30 at 8:50 am

Complete DIBELS testing on a child at least 3 years-old to an adult that is reading at a 1st grade level or below. You may work with the following teachers if you do not have someone you can test. Their contact information is:
Alyssa Richins at Grovecrest Elementary School in Pleasant Grove arichins@alpinedistrict.org
Jessie Morley <jessicav@provo.edu>
Whitney Clancy <whitneyC@provo.edu>
Pop Quiz 2
Due: Monday, Jan 30 at 11:59 am

Professionalism
Due: Wednesday, Feb 01 at 8:50 am
At the midterm, students will evaluate their professionalism skills for class. This includes items such as: punctuality, staying the full duration of class, actively participating in class assignments and discussions, using class time appropriately (no cell phone use, laptops, or anything else that is off topic), turning assignments in on time and done well. Failure to maintain professionalism may result in probation status with the program and a consultation with the program coordinator.
Please self-evaluate your professionalism by filling out the following form and submitting it on Learning Suite: http://education.byu.edu/sites/default/files/CPSE/documents/PIBS.pdf

Worksheet - SEEL
Due: Wednesday, Feb 01 at 11:59 pm
Systematic Engaging Early Literacy (SEEL) Worksheet SEEL Worksheet.docx Download
http://education.byu.edu/seeil/what_is_seel.html

Worksheet - 100 easy lessons
Due: Monday, Feb 06 at 8:50 am
Teach Your Child to Read in 100 Easy Lessons Worksheet100 easy lessons wksht-1.doc Download

Worksheet - Beginning Reading
Due: Monday, Feb 06 at 12:30 pm
Beginning Reading to Older Students Worksheet Beginning Reading for Older Students-1.doc Download

IRIS Module
Due: Wednesday, Feb 08 at 10:50 am
Out of class assignment: Complete Assessment Questions for this IRIS Module and submit on Learning Suite: http://iris.peabody.vanderbilt.edu/module/rt03-reading/cr_assess/#content

Down Syndrome Presentation
Due: Monday, Feb 13 at 8:30 am
Worksheet - Teaching Reading to Children with Down Syndrome

Due: Monday, Feb 13 at 8:50 am

Down Syndrome Worksheet Downs book wkshlt.doc

Due: Wednesday, Feb 15 at 8:30 am

Complete DIBELS testing on the same individual you tested before with DIBELS.

TWS-First Draft

Due: Wednesday, Feb 15 at 8:50 am

TWS: Vocabulary or Comprehension

Midterm

Due: Tuesday, Feb 21 at 10:50 am

Midterm: Please submit to Katie's box in 340 MCKB by 10:50am

LP 2

Due: Wednesday, Feb 22 at 8:50 am

DIBELS Testing

Due: Wednesday, Feb 22 at 8:50 am

Complete DIBELS testing on the same individual you tested before with DIBELS and complete the trend line graph

1. DIBELS: progress monitoring
   a. Using your knowledge from IP&T prepare graphs for students you are progress monitoring
   b. You need at least 3 scores
   c. The graph should include an initial test, target, aimline and trendline The graph should be labeled according to instructions learned in CPSE 410
   d. Submit your progress monitoring graph on LS

Readings

Due: Wednesday, Mar 01 at 8:50 am

Provide a list of the title and author for 10 picture books and 2 chapter books you read during this course.
Teacher Work Sample Unit

Complete a Teacher Work Sample (TWS) on one of the big 5 elements of reading for your group of students. Include 4 scripted lesson plans that align with your TWS. The TWS will receive a group grade and each lesson plan should build on the previous one. Lesson plans will be individually graded and should include the name of the student that wrote it. Include a DIBELS graph with trendline as learned in IP&T.

TWS Final Project.docx Download (plugins/Upload/fileDownload.php?fieldId=0bd7b204-Yrma-o6N-Z-0PbA-c6b4d4d8c7b&pubhash=kYJpWig8JFkolvylmGtC4sS700i.jzh1.-jLWwQkUvSeBvOB9uBQzKacW6DeXCXyvqUSzh2PT0lhTiXJZeYBxA==)

Oral presentations

Complete an oral presentation outlining:
- How DIBELS Assessment informed your instruction
- How The Core/PLAAFP/MAG/Unit Scope and 4 Daily lesson objectives align
- How Pre and Post data will be used and what assessments will be used during instruction to ensure learning is taking place
- Lesson Plans (4) - what and how will things be taught
- Show a video clip showing you using the promethean board to teach a concept from one of your lesson plans

University Policies

Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct
As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at https://titleix.byu.edu/report (https://titleix.byu.edu/report) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at http://titleix.byu.edu (http://titleix.byu.edu).

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty
The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism—Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism—Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism—The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism—The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic—The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement—The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

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<tr>
<td>Week 1</td>
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<td>M Jan 09 Monday</td>
<td>Introduction and overview</td>
<td>Chapter 1 &amp; 7 Reading Instruction</td>
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<td>National Reading Panel Overview of the Big 5</td>
<td>DIBELS Materials quiz 1</td>
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<td>Research Based Reading Instruction</td>
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<td>Martin Luther King Jr Day</td>
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<td>Direct Instruction Reading Lesson Plan</td>
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<td><strong>Phonics &amp; Fluency</strong></td>
<td>LP 1</td>
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<td>Chapters 3 &amp; 4 Reading Instruction</td>
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<td><strong>Vocabulary &amp; Comprehension</strong></td>
<td>DIBELS Testing 1</td>
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<td>Pop Quiz 2</td>
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<td>SEEL: Dr. Culatta</td>
<td>Professionalism</td>
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<td>Chapter 7 Reading Instruction REVIEW Review final project:</td>
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<td>Design reading program</td>
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<td>100 Easy Lessons</td>
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<td>Teaching reading to older students: Match/Sort/Select/Name:</td>
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<td>Teaching reading to children with down syndrome presentations:</td>
<td>Worksheet - Teaching Reading to Children with Down Syndrome Down Syndrome Presentation</td>
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<td><strong>Monday Instruction</strong></td>
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<td>Severe Reading Instruction Browder Reading Program-Early Literacy Skills Builder</td>
<td>LP 2 DIBELS Testing</td>
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| Week 8
| M Feb 27 Monday | Teaching Writing  
|                 | TWS  
|                 | Practice teaching writing lesson plans  
|                 | Oral Presentations-TWS-group work time-meet with Katie  
| W Mar 01 Wednesday | Oral presentations-Design Reading Program  
|                 | Oral presentations  
|                 | Teacher Work Sample Unit  
|                 | Readings  |