EDLD 612: Reading Interventions
Winter 2016
Mondays 5:00-8:50 p.m.
Distance Education Course
CRN: 22076 or 26424
4 credits

<table>
<thead>
<tr>
<th>Faculty Instructors</th>
<th>Email</th>
<th>Office</th>
<th>Phone</th>
<th>Office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy J. Nelson, Ph.D., NCSP</td>
<td><a href="mailto:nnelson3@uoregon.edu">nnelson3@uoregon.edu</a></td>
<td>RRP 223</td>
<td>6-8446</td>
<td>By appt.</td>
</tr>
<tr>
<td><strong>CTL Reading Clinic Director</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian T. Doabler, Ph.D.</td>
<td><a href="mailto:cdoabler@uoregon.edu">cdoabler@uoregon.edu</a></td>
<td>RRP 108</td>
<td>6-8358</td>
<td>By appt.</td>
</tr>
</tbody>
</table>

Course Description:
This course is required to complete the requirements for either the Multilingual/Multicultural or Literacy Leadership emphases of the Reading Endorsement Program. The course will focus on providing research-based reading interventions to school age students identified as struggling readers, including English language learners and students at risk for disabilities in reading. The course will begin by developing a common knowledge base on the major components of reading (phonemic awareness, word identification and phonics, fluency, vocabulary and background knowledge, comprehension strategies and motivation). Students will review a wide range of research-based supplemental and intervention programs, appropriate for students across K-12. They will learn to appropriately place and group students in reading interventions on the basis of student performance data. Through a field experience at the CTL Reading Clinic or an instructor-approved placement, students will receive training and tutor one or more struggling readers, using a supplemental or intervention program. Strategies to modify programs based on the needs of the learner(s) will be discussed. Through their field experience, students will learn how to collect student performance data during reading instruction, identify areas where students struggle, and propose remedies. Students will also learn how to debrief with a colleague or paraprofessional after an observation and provide needed follow-up support and coaching.

Clinic Field Experience: Students will complete a minimum of 40 hours of field experience at the CTL Reading Clinic or an approved, alternative placement under the supervision of the course instructor and clinic supervisors. Field experience activities will include a combination of class assignments and direct contact time providing one-on-one or small group reading intervention two times per week in 50-minute sessions for the 10-week university term. Students will be trained to implement a supplemental or intervention program appropriate for their assigned student. Each EDLD 612 student will be observed a minimum of two times over the course of the term and will debrief with the course instructor or Clinic staff following each observation. Students will be expected to maintain a log documenting field experience hours.
**Required Texts:**


**Recommended Text:**


**Other Required Readings:**


- Chapter 3: Introducing vocabulary
- Chapter 4: Developing vocabulary in the earliest grades
- Chapter 5: Developing vocabulary in the later grades


- Chapter 20: Vocabulary Instruction


COURSE STRUCTURE

This course is a hybrid course that utilizes asynchronous online materials in addition to synchronous (i.e., live) meetings. We will use a blend of lectures, activities, group discussion (in asynchronous and synchronous forms), and assignments. Attendance during synchronous course meeting times is required only one day per week three times during the term, with the rest of “seat time” being completed online, independently on each student’s own schedule by specific due dates. If you require special arrangements for any class activities or assignments, please contact Dr. Nelson or Dr. Doabler as soon as possible.

Synchronous ("live") Meetings:
For all "live" class sessions, we will meet via Adobe Connect. These synchronous class meetings will be held three times during the term:

- Monday, 1/4, 5:00-7:00 p.m. (Week 1)
- Monday, 2/1, 5:00-7:00 p.m. (Week 5)
- Monday, 3/7, 5:00-7:00 p.m. (Week 10)

Note that because this course involves a field experience representing one of your four course credits, we will not meet the full time indicated in the UO class schedule.

Students are expected to have completed previously assigned reading and assigned online material prior to each class meeting. When you attend these synchronous sessions via Adobe Connect it is expected that you connect from a workstation that allows you and the rest of attendees to give full attention to the course meeting. Typically, this means that you do not connect from a public space or other location high in activity, that you wear headphones to reduce external audio interference, and that your workstation allows you to hard-wire connect to the Internet. Attendance and participation in synchronous meetings constitutes approximately 10% of your grade.
Online Materials:
Online lectures and activities will be available on the ObaVerse website. You will also find direct links to the general and technical discussion boards here. Materials are organized by week. Within each week's folder of materials, you will find a folder with reading assignments and a series of Learning Modules; the latter have an icon that looks like a binder. You must complete ALL the modules for a given week by the following Monday at 5:00 p.m. For example, Week 1 materials should be reviewed and any required follow up or activities are due by the Monday of Week 2 at 5 p.m.

Within the modules, you will find one or more video links, which contain prerecorded lectures. You will also find links to external websites, activities, discussion boards, and quizzes. Note that sometimes you will be required to complete the content in a given sequence and other times you may be able to choose your own order for completion. You must complete ALL the content in each module as directed. On average, each week's online content should take three hours to complete. If you find that you are spending more time on asynchronous content, please contact Dr. Nelson or Dr. Doabler. On-time completion of asynchronous activities is part of expected participation and constitutes approximately 10% of your grade.

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic(s)</th>
<th>Readings/Assignments Due</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 01/04/16 Traditional | • Course introduction  
                          • Field experience information  
                          • Synchronous and asynchronous processes and troubleshooting | No assigned readings. This session will provide students with a detailed description of course content and assignments. | CTL Reading Clinic:  
                          • Clinic Orientation  
                          Non-Clinic setting: TBD |
|      | Assignments Introduced:  
                          • Program Review  
                          • Initial Case Report  
                          • Instructional Reflection #1 | Synchronous Class Activities:  
                          TBA |                  |
| 2    |                |                          |                  |
| 01/11/16 Online | • Overview of the “Big 5” as identified by the National Reading Panel  
                          • Phonemic Awareness  
                          • Word Identification and Phonics | Moats, Module 2, Ch 1-2 & 5  
O’Conner, Ch 2  
ASSIGNMENTS DUE  
• Program Review Part 1 | CTL Reading Clinic:  
                          • Program training  
                          Non-Clinic setting: TBD |
|      | Asynchronous Class Activities:  
                          TBA |                  |                  |
| 3    |                |                          |                  |
| 01/18/16 Online | • Sight word development  
                          • Instructional strategies for phonemic awareness, word ID & phonics | Moats Module 2 Chapter 6  
O’Conner Chapters 3-6  
Ehri (2005)  
Asynchronous Class Activities:  
TBA | CTL Reading Clinic:  
                          • Begin tutoring  
                          • Weekly tutor meeting  
                          Non-Clinic setting: TBD |
<table>
<thead>
<tr>
<th>Date</th>
<th>Setting</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>Class Activities</th>
<th>Clinics</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 4 01/25/16 | Online       | Advanced word study, Reading fluency, Instructional strategies for advanced word study and reading fluency | O'Conner Chapters 7-9, Pikulski & Chard (2005), Chard, Vaughn, & Tyler (2002), Hudson, Lane, & Pullen (2005), Boardman et al. (2008): pp. 5-7, 27-31 | • Initial Case Report  
• Instructional Reflection #1                          | CTL Reading Clinic:  
• Continue tutoring  
• Weekly tutor meeting  
Non-Clinic setting: TBD                                  |
| 5 02/01/16 | Traditional  | Methods of supervision and feedback part 1: Collecting data during observations, Methods of supervision and feedback part 2: Crafting feedback based on student data | No new readings this week                                                 | Assignments Introduced:  
• Interim Case Report & Summary Case Report  
• Case Presentation  
• Instructional reflections #2 and #3                   | Synchronous Class Activities: TBA                                    |
| 6 02/08/16 | Online       | Vocabulary and related instructional strategies                         | Carnine et al. (2004): Chapter 20, Beck et al. (2002): Chapters 3, 4 and 5 | ASSIGNMENTS DUE:  
• Interim Case Report                                      | CTL Reading Clinic:  
• Continue tutoring  
• Weekly tutor meeting  
Non-Clinic setting: TBD                                  |
| 7 02/15/16 | Online       | Reading comprehension and related instructional strategies             | Klingner et al. (2007): Chapters 4 and 5, Coyne et al. (2011)             | ASSIGNMENTS DUE:  
• Program Review, Part II  
• Instructional Reflection #2                             | CTL Reading Clinic:  
• Continue tutoring  
• Weekly tutor meeting  
Non-Clinic setting: TBD                                  |
| 8 02/22/16 | Online       | Writing and spelling, Working with English Learners and other special populations | August & Shanahan (2006), Gersten et al. (2007), Graham et al. (2012), Graham & Harris (2013), Moats (2005-2006) | Assignments DUE:  
• Interim Case Report                                      | CTL Reading Clinic:  
• Continue tutoring  
• Weekly tutor meeting  
Non-Clinic setting: TBD                                  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Online/Traditional</th>
<th>Synchronous Class Activities:</th>
<th>Asynchronous Class Activities:</th>
<th>ASSIGNMENTS DUE:</th>
<th>CTL Reading Clinic:</th>
<th>Non-Clinic setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 02/29/16</td>
<td>Online</td>
<td>TBA</td>
<td>TBA</td>
<td>• Program Review, Part III</td>
<td>• Continue tutoring</td>
<td>TBD</td>
</tr>
<tr>
<td>10 03/07/16</td>
<td>Traditional</td>
<td>No new readings this week</td>
<td>No new readings this week</td>
<td>• Instructional Reflection #3</td>
<td>• Weekly tutor meeting</td>
<td>TBD</td>
</tr>
<tr>
<td>11 03/14/16</td>
<td>FINALS WEEK – NO CLASS</td>
<td>FINAL ASSIGNMENT DUE:</td>
<td>No new readings this week</td>
<td>• Summary Case Report</td>
<td>No CTL Reading Clinic or Non-Clinic Tutoring</td>
<td>EXCEPT make-up sessions</td>
</tr>
</tbody>
</table>

**COURSE PARTICIPATION AND ASSIGNMENTS**

Students are expected to attend all class sessions and participate in class discussions by posing comments or asking questions, and working actively during small group activities. When required to finish a synchronous class discussion or to participate in an asynchronous class discussion, students will utilize features in ObaVerse (e.g., forums). Course assignments will be introduced in course sessions, following the timeline in the course calendar. Due dates for each assignment are also provided in the course calendar. When assignments are introduced, rubrics for grading will be shared to inform students about expectations and criteria for each assignment. A general description of each course assignment is as follows:

**Program Review:** Students will be assigned to individually or in small groups (2-3 students) to review a research-based supplemental or intervention program targeting reading skills. The course instructor will assign students programs to review on the basis of availability of materials. Each group will review a different program.
tutors will check out program materials from the Clinic curriculum library (located in the Education Annex, the “little red schoolhouse” outside HEDCO). Students in non-Clinic tutor placements may use program materials available in their tutor settings, if approved in advance by the course instructor. The Program Review will consist of three parts:

- **Part I:** Discussion board post about the availability of programs at your school site and/or programs you are particularly interested in reviewing to inform program and group assignment.
- **Part II:** The group will prepare and post a written summary of the program on ObaVerse, including the components outlined in the assignment rubric.
- **Part III:** Individual students will review 2 group summaries posted on ObaVerse and comment on the forum.

**Instructional Reflections:** Students will video record their own instruction, including students participating in sessions with consent to be recorded, and reflect upon their instructional practice three times during the term. Instructional reflections will be submitted via ObaVerse. Additional instructions about how to submit reflections will be provided with the assignment rubric when the assignment is introduced in class. The Instructional Reflections Assignment will consist of three parts:

- **Part I:** *Baseline Reflection:* Video record your own instruction in the first week of tutoring, watch the video, and identify three areas of strength and three areas for improvement.
- **Part II:** *Interim Reflection:* Video record your own instruction in the third week of tutoring, watch the video, identify three areas of strength and three areas for improvement, and comment on student response to instruction.
- **Part III:** *Final Reflection:* Video record your own instruction in the sixth week of tutoring, watch the video, identify three areas of strength and three areas for improvement, comment on student response to instruction, and comment on changes in your teaching over the term.

**Case Report and Presentation:** The Case Report Assignment will consist of four parts:

- **Part I:** *Initial Case Report:* Describe the student you are tutoring, including assessment results that informed program placement, the intervention they are receiving, and expectations for improvement.
- **Part II:** *Interim Progress Report:* Describe additional assessment results, student progress in the program, and modifications to student instruction on the basis of student performance.
- **Part III:** *Case Presentation:* Prepare a presentation on your assigned student. Provide information on the student’s grade, skill level based on in-take assessment data, and reading intervention provided by the school. Describe the intervention used, modifications made to the program for the student, and any other added lesson activities. Summarize the student’s progress using in-program and out-of-program assessment results. Include recommendations for next steps. Present your case to the class in our week 10 meeting.
- **Part IV:** *Summary Case Report:* Describe additional assessment results, since the interim report, student progress in the program, modifications to student
instruction on the basis of student performance, and recommendations for future reading instruction. Incorporate details shared during your case presentation, taking into account feedback from students and instructors.

Field Experience Expectations:

Tutor Training: Students placed in the CTL Reading Clinic will attend four hours of initial program training spread across weeks 1 and 2. Students fulfilling the field experience requirement outside of the CTL Reading Clinic will be responsible for appropriate training in the selected intervention program, with support from the course instructor.

Weekly Tutor Meetings: Students placed in the CTL Reading Clinic will attend weekly tutor meetings in weeks 3-10. Students fulfilling the field experience requirement outside of the CTL Reading Clinic will meet individually or in small groups with the instructor(s) to learn the same content. At these meetings, students will participate in group discussions related to implementing evidence-based reading interventions (e.g., lesson planning, reporting progress to parents and teachers, conducting error analysis, using data to inform adjustments to instruction). During weeks in which a meeting does not occur, students are expected to complete one hour of student-identified professional development.

Tutor Sessions and Participation: Students are expected to deliver instruction for a minimum of two sessions per week, 50 minutes per week, for 9 weeks of the University term. If students require a change in the format (e.g., tutoring more frequently each week but for less time), they should discuss these needs with the course instructor.

BASIS FOR GRADING

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>50 points</td>
</tr>
<tr>
<td>Program Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part I</td>
<td>01/11/16</td>
<td>5 points</td>
</tr>
<tr>
<td>Part II</td>
<td>02/15/16</td>
<td>20 points</td>
</tr>
<tr>
<td>Part III</td>
<td>02/22/16</td>
<td>10 points</td>
</tr>
<tr>
<td>Instructional Reflections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection #1 (Baseline)</td>
<td>01/25/16</td>
<td>15 points</td>
</tr>
<tr>
<td>Reflection #2 (Interim)</td>
<td>02/15/16</td>
<td>20 points</td>
</tr>
<tr>
<td>Reflection #3 (Final)</td>
<td>03/07/16</td>
<td>25 points</td>
</tr>
<tr>
<td>Case Report and Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Case Report</td>
<td>01/25/16</td>
<td>15 points</td>
</tr>
<tr>
<td>Interim Case Report</td>
<td>02/08/16</td>
<td>20 points</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>03/07/16</td>
<td>25 points</td>
</tr>
<tr>
<td>Summary Case Report</td>
<td>03/14/16</td>
<td>30 points</td>
</tr>
<tr>
<td>Field Experience</td>
<td>Ongoing</td>
<td>55 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>290 points</td>
</tr>
</tbody>
</table>
GRADING SCALE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td>NP</td>
<td>&lt; 59.9</td>
</tr>
</tbody>
</table>

STUDENT WORKLOAD EXPECTATIONS

In Class: 3-4 hours/week discussion and note taking

Field Experience: Participate in orientation and program training (2 hours in Week 1, plus 2 hours in week 2), provide two 50-minute tutoring sessions per week (Weeks 3-10), complete written work as assigned (e.g., lesson plans, weekly progress reports, updating data binders), and debrief with supervisor following each observation (20 minutes following each of two observations). Total = 30-40 hours

Outside of Class: 8-10 hours/week reading, studying, and completing assignments

COURSE POLICIES

Attendance
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor’s voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
• respect the dignity and essential worth of all individuals.
• promote a culture of respect throughout the University community.
• respect the privacy, property, and freedom of others.
• reject bigotry, discrimination, violence, or intimidation of any kind.
• practice personal and academic integrity and expect it from others.
• promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Documented Disability**
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

**Mandatory Reporting**
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- [https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message)
- [http://around.uoregon.edu/mandatoryreporting](http://around.uoregon.edu/mandatoryreporting)

**Academic Misconduct Policy**
All students are subject to the regulations stipulated in the UO Student Conduct Code ([http://conduct.uoregon.edu](http://conduct.uoregon.edu)). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academic, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu. Outside the College, you can contact:
• **UO Bias Response Team:** 346-1139 or [http://bias.uoregon.edu/whatbrt.htm](http://bias.uoregon.edu/whatbrt.htm)
• **Conflict Resolution Services 346-0617 or** [http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx](http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx)
• **Affirmative action and Equal Opportunity:** 346-3123 or [http://aaeo.uoregon.edu/](http://aaeo.uoregon.edu/)

**Grievance Policy**
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy ([https://education.uoregon.edu/academics/student-grievance](https://education.uoregon.edu/academics/student-grievance)) or enter search: student grievance.

**In Case of Inclement Weather**
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the “News” section) at [http://www.uoregon.edu](http://www.uoregon.edu). Additional information is available at [http://hr.uoregon.edu/policy/weather.html](http://hr.uoregon.edu/policy/weather.html).

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: [https://education.uoregon.edu/academics/incompletes-courses](https://education.uoregon.edu/academics/incompletes-courses)