

Agenda
EPSY Department Meeting
October 3, 2014 – 9:30 a.m. to 11 a.m. – Gentry 144

1. Welcome
2. Corrections to September Minutes (Attachment A)
3. Announcements
 - a. Maria LaRusso, Guest
 - b. Montrosse-Moorhead AEA Award
 - c. Javits Grants (Little & Siegle)
 - d. Spring EPSY 6601 (McCoach)
 - e. Dean's Doctoral Scholar Program (Brown)
 - f. Business Cards
 - g. NSoE Celebration October 24-25
 - h. Open House October 19
 - i. NSoE Alumni Awards (Attachment B)
 - j. Pre-proposals for Academic Plan (Attachment C)
 - k. Research Excellence Program (Attachment D)
 - l. Scholarship Facilitation Fund (Attachment E)
 - m. Reception for Scott Brown
 - n. Mandatory Reporting of Child Abuse
 - o. Other
4. Committees Issues
 - a. MEA Search (Rogers)
 - b. Sunshine Committee
 - c. C&C Proposals
 - i. Change in Gifted and Talented Program Name (Little; Attachment F)
 - ii. Literacy Certificate (Coyne; Attachment G)
 - d. PTR (Madaus)
 - e. Merit (Discussion of Minimum Requirements)
 - f. Other
5. Other
6. Adjourn

Attachment A: Corrections to Minutes
EDUCATIONAL PSYCHOLOGY DEPARTMENT
FACULTY MEETING MINUTES
September 12, 2014

Attendees: M. Bray, S. Brown, N. Card, E. Hines, R. Beghetto, R. Colbert, M. Coyne, S. Everett, J. Freeman, J. Goldstein, J. Gubbins, J. Joo, D. Kearns, T. Kehle, J. Kaufman, T. La Salle, C. Little, A. Lombardi, J. Madaus, N. Olinghouse, J. O’Neil, R. Perusse, C. Rhoads, J. Rogers, D. Siegle, B. Simonsen, J. VanHeest, S. Ware, M. Young

1. Welcome

The meeting commenced at 9:30 am.

2. Minutes

There were no changes to the May meeting minutes. Minutes will stand as presented.

3. Announcements

- a. Jason Stephens has resigned and has permanently returned to New Zealand. Megan Welsh has resigned and will be teaching at the University of California – Davis. Lisa Sanetti will be on sabbatical leave this fall semester. Brandi Simonsen has returned from her spring 2014 sabbatical leave. We are welcoming three new faculty members this year – Devin Kearns in Special Education. Noel Card will be a new member in the MEA area. Erik Hines joins us in the counseling area. Jonathan Plucker, who was in EDLR, now has EPSY as a home department.
- b. Jae-Eun Joo introduced the faculty to the “Online Teaching Readiness Survey.”
- c. S. Brown shared with the faculty members about the Dean’s Scholar Program, which will be starting next Fall 2015. There will be 5 – 6 Ph.D. candidates who will be admitted by December 1st. They will be given four (4) years of support. This will affect all programs in the Neag School of Education. The candidates will be interviewed by the end of January or the beginning of February. The Dean will consider GRE scores and research interests, which should be something in conjunction with the strategic plan. All programs have been encouraged to change their admission date to December 1st.
- d. D. Siegle explained the problem with room availability. Our graduate level courses take up three time slots while the undergraduate courses take up only one time slot. When the program coordinators meet they will try and align courses so that, possibly, two courses will be taught at the same time slot but on different days
- e. Winter Intersession requests are due today.
- f. The Office of Public Engagement will have a guest speaker, Dr. Christine Cress on September 17, 2014 at the Dodd Research Center. Everyone is invited to attend.
- g. On October 24 and 25, 2014, the Neag School of Education will be having a two day celebration. There will be some installations of endowed chairs and

distinguished professors. The Dean has requested that there be professors and graduate students in attendance each day.

- h. The Neag School of Education will be having Open House on September 14th and October 19th.
- j. Faculty as reminded to submit Community Engagement nominations by September 15th.
- k. The Provost is calling for pre-proposals for funding related to the academic plan.
- l. This year the university is implementing an “online adjunct training” that is required for each adjunct professor. It should be completed within 45 days of hire.
- m. Preston Britner has a new course, HDFS 5550 – Social Policy, Law, and Child Welfare that might be of interest to EPSY students.
- n. The university has changed the website for requesting external consulting.
- o. The time for the NSoE meeting has changed to 1:30 pm.
- p. S. Brown offered free tickets to the football game on Saturday against Boise.

4. Committee Issues

- a. The new committee assignments were attached to the September agenda.
- b. J. Rogers reported on the MEA search.
- c. Sunshine Committee is requesting \$40 from each faculty member for the year.
- d. C&C proposals:
 - i. New Creativity classes
 - 1. **EPSY 4890: Capstone in Creativity and Innovation Sciences**
MOTION: Was proposed by R. Beghetto and seconded by M. Young.
Unanimously passed.
 - 2. **EPSY 3850: Creativity in K-12 Schools and Classrooms**
MOTION: Was proposed by J. Kaufman and seconded by J. Gubbins.
Unanimously passed.
 - 3. **EPSY 3870: Creativity Assessment and Research**
This course will be tabled. J. VanHeest will assist J. Kaufman will be final details for this course.
 - 4. **EPSY 3830: Individual Differences in Creativity**
MOTION: Was proposed J. Kaufman and seconded by S. Brown.
Unanimously passed.
 - ii. Undergraduate Minor in Creativity and Innovation Sciences
S. Brown inquired about the staffing for this course.
MOTION: Was proposed by C. Rhoads and seconded by S. Brown.
Unanimously passed.
 - iii. Name Change only – EPSY 5750
MOTION: Was proposed by C. Little and seconded by J. Gubbins to change the title of EPSY 5750 from “Creativity” to “Enhancing Creativity in the Classroom.”
Unanimously passed.
- e. PTR Feedback will take place September 18th from 1:00 – 2:00 pm in Gentry 128C.
- f. Merit will be placed on the agenda for our next departmental meeting.
D. Siegle shared some information on this year’s merit. Eighteen faculty members

meet the 2 article criteria. However, ten did not. Our department had a range of merit from \$1100 to \$3100. The average amount was \$2100. Everyone received a \$750 raise and an overall 2% increase. The Dean's merit is different from the department's merit.

5. New websites have been developed. Each program has its own website. Programs will be responsible for updating their website when changes occur.

There was an IRB training, which occurred during the departmental meeting. Matt Cook and Doug Bradway were here to explain to the faculty how the online version worked.

6. Adjourn

A motion to adjourn was made by J. Kaufman. It was seconded by N. Olinghouse. Meeting adjourned at 11:35 am.

Nominations Sought for Neag School of Education Alumni Society Awards

Nomination Deadline: Tuesday, November 11, 2014

The Neag School of Education Alumni Society is currently seeking nominations for the Annual Alumni Society Awards. You are invited to nominate deserving alumni for the six prestigious awards. Criteria and required nomination material is noted below.

The most prestigious of these awards is the Distinguished Alumni Award. Candidates for this award are identified by the Dean and faculty of the Neag School of Education. This award is given annually to a graduate who has made a significant impact on education, has a national reputation for her/his work, has been an inspiration to other professionals and has shown continued involvement with the Neag School of Education.

All award recipients will be honored at the Seventeenth Annual Neag Alumni Society Awards Celebration on Saturday, March 28, 2015 in Rome Ballroom on Storrs South Campus.

[See list of past honorees](#)

[View videos of last year's honorees](#)

[Awards Rubric](#)

Outstanding Higher Education Professional

A faculty member or administrator at a college or university

Outstanding School Superintendent

Leader of a public or private school system

Outstanding School Administrator

A principal, assistant principal, central office administrator or director

Outstanding School Educator

All pre-K through 12th grade educators including classroom, reading, technology, ELL, school counselors, school psychologists, etc.

Outstanding Professional

A professional working within the public or private sector

Outstanding Early Career Professional

A professional who has graduated within the past five years from the Neag School of Education

Criteria for Nomination:

- Alumni status from the Neag School of Education
- Demonstrated excellence in the award category
- Significant contributions to her/his educational environment
- Professional and/or community service
- A minimum of five years of service in the award category, excluding Outstanding Early Career Professional

Nomination Process:

1. The following materials are required for a completed nomination:

- A personal letter from the individual making the nomination describing the significant qualifications, abilities, characteristics and achievements that make this nominee an outstanding candidate for the award. Please, no self-nominations.
- A copy of the nominee's curriculum vitae or resume.
- Two additional letters of support. Letters beyond two will not be reviewed.
- Optionally, submit any additional supporting documentation that will assist the selection committee in evaluating the nominee's suitability for an award, e.g. publications, previous awards, news articles, etc.

2. Complete [the online nomination form](#) including the submission of materials mentioned above (electronic submission is preferred). If you have paper-based supporting materials, please send to:

Robyn Wilgis
c/o Neag School of Education
249 Glenbrook Road, U-3064
Storrs, CT 06269-3064

The deadline for nominations and all supporting documents is Tuesday, November 11, 2014. Nominations and materials submitted after the deadline will not be considered.

For questions about the nomination process, please contact Robyn Wilgis at robyn.wilgis@uconn.edu or (860) 486-6044

- **Provost Grant Competition -Guidance for Submitting**

Neag School of Education

Guidance on Submitting a Pre-Proposal for the Academic Plan

The Neag School of Education is well-positioned for effective collaborations necessary to be competitive to secure seed investments provided in the Provost’s proposal to bring innovative and “big” ideas to fruition. In addition to strong cross-disciplinary connections, we are interested in supporting proposals that address the vision outlined in the university academic plan and also align with the priorities identified within the Neag strategic plan (equity and social justice; STEM education; creativity and innovation; educator quality and effectiveness). Proposals that will be successful will demonstrate “big thinking” in cross-disciplinary approaches to scholarship and programming, and must articulate plans for long-term sustainability.

To facilitate success of proposals involving the Neag School of Education, we strongly encourage you to connect with collaborative leaders, department heads, and associate deans to assist in bringing forward competitive ideas.

As you move forward with cross-college collaborations, please be careful to attend to review deadlines set forth by all entities. In addition, even if another college is serving as the lead on a proposal, review at the Neag School as outlined below will be needed as important step toward evaluating resource requests (e.g. equipment, materials, time, personnel, space).

Call for Pre-Proposals for the Academic Plan <http://academicvision.uconn.edu/>

Please feel free to contact Sandy Chafouleas (sandra.chafouleas@uconn.edu) with any questions.

The following timelines for proposal feedback involving the Neag School are provided to ensure we move forward with strong proposals that are sustainable in alignment with our vision.	
October 15, 2014	<p>Deadline for submission of pre-proposal ideas to the Dean’s Office. Submit by COB to Donalyn Maneggia at d.maneggia@uconn.edu. Although the full pre-proposal is not needed at this time, minimum requirements include:</p> <ul style="list-style-type: none"> ○ Title and brief description of project ○ Identification of all partners (must include cross-college partners) ○ Indication of goal and strategic area alignment within the university plan ○ Indication of alignment with the Neag academic plan ○ Budget specifications that clearly indicate cost share to Neag and/or dept (space, equipment, personnel, etc...)

October 20, 2014	Review of proposals by leadership council, with immediate feedback provided with regard to moving forward with completing full submission, revision to move forward, or rejection.
November 14, 2014	<p>Deadline for submission of pre-proposals to the Provost's Office.</p> <ul style="list-style-type: none"> ○ Make sure to carefully follow the provided pre-proposal template – and articulate how your proposal meets all requirements outlined in the RFP.
January 12, 2015	Notification of those pre-proposals selected to go forward with full proposal submission.
March 1, 2015	Deadline for submission of full proposals.
April 15, 2015	Final funding decisions announced.

Call for Pre-Proposals for the Academic Plan <http://academicvision.uconn.edu/>

For more information, contact: Sandy Chafouleas at sandra.chafouleas@uconn.edu

Office of the Vice President for Research

Dear Colleagues,

During the 2013-2014 academic year, the Research Advisory Council (RAC) in collaboration with the Office of Vice President for Research (OVPR) deliberated over the past and future of the university's internal grants program. The internal grants program has been relatively unchanged for more than two decades. The growing costs of research, the extraordinary challenges that now exist in the extramural funding environment, and the needs of faculty for more diverse research support necessitated a hard and thorough look at our internal grant programs. All aspects of the grants program from general goals to reporting and follow-up were examined and discussed by the RAC. For example, we studied the distribution of faculty receiving grants by rank; the types of grants funded in recent years; the peer review process used to evaluate proposals; what types of internal grants are offered at other public research universities, what types of support are needed by faculty, and many other important aspects of the program. In addition, the RAC (representing all UConn's schools and colleges) solicited input from a wide array of faculty.

As a product of this process, the RAC and the OVPR are pleased to announce the unveiling of the **Research Excellence Program (REP)** for the 2014-2015 academic year. Key aspects of the REP are:

- The primary goal of the Research Excellence Program (REP) is to provide seed funding to promote, support, and enhance the research, scholarship, and creative endeavors of faculty at UConn, including (but not limited to) the strategic and emerging areas delineated in the Academic Plan. As an outcome of these awards, recipients are expected to submit proposals to extramural sponsors (federal, state, private, industry, or foundation sponsors) and/or carry out activities consistent with the highest standards of accomplishment in their discipline. The REP is designed to assist faculty, regardless of rank, in all areas of scholarly work and to facilitate the competitiveness of extramural funding opportunities as well as contribute to UConn's national and international reputation as a premier research university.
- Two broad categories of competitive awards will be available. Proposals should be submitted to the category that best represents the project's goals, methods of study, and expected outcomes rather than a specific discipline or area of study.
 - Science, Technology, Engineering, Math, and Social Sciences
 - Single PI awards capped at \$25,000
 - Multi-PI awards capped at \$50,000
 - Proposals should emphasize how the research will advance knowledge in the Sciences (basic and applied life science, physical sciences, mathematical science, social and behavioral sciences), Technology, Engineering, or Society (applied research, interdisciplinary research)
 - 2) Arts, Humanities, Business, Law, and Engagement
 - Single PI awards capped at \$10,000
 - Multi-PI awards capped at \$25,000
 - Proposals should emphasize how the research, project, or scholarship will advance the arts, humanities, business, law, education, creative endeavors, or engaged scholarship (community partnerships, evaluation research, participatory research)

- **There will be only one internal grant competition per year. For the 2014-2015 competition, a mandatory letter of intent must be submitted by 10/20/14, full proposals must be submitted by 11/17/14, and notification of awards will be made by 3/2/15.**
- What were formerly called the Small Grants Program and the Interdisciplinary Colloquia Program have been renamed the **Scholarship Facilitation Fund (SFF)**. The SFF will provide funding up to \$2000 to facilitate the initiation, completion, or advancement of research projects, creative scholarly activities, or interdisciplinary initiatives.

We recognize that the REP is a significant departure from past practice at UConn, but the RAC felt strongly that new programs were needed to serve the goal of making UConn one of the premier public research universities in the country. We also recognize that there will likely be some pieces of the research support puzzle that we did not address this past year. As a result, the RAC will continue to evaluate the outcomes of the program and pursue revisions to it more often than has historically been the case.

Thus, we look forward launching the REP this academic year. A fuller discussion of the program and the submission and review process is available at <http://research.uconn.edu>. In the meantime, please feel free to contact us with any questions, comments, or issues in the weeks and months ahead.

Sincerely,

Jeff Seemann
Vice President for Research

Mark A. Boyer
RAC Chair

Research Advisory Council 2013-2014

<i>Chair: Mark A. Boyer, Political Science</i>	
<i>Agriculture & Natural Resources</i>	Ji-Young Lee
<i>Agriculture & Natural Resources</i>	Kumar Venkitanarayanan
<i>Business</i>	Nicholas Lurie
<i>Business</i>	Zeki Simsek
<i>Dental Medicine</i>	Ivo Kalajzic
<i>Education</i>	Michael Coyne
<i>Engineering</i>	Yaakov Bar-Shalom
<i>Engineering</i>	Baki Cetegen
<i>Fine Arts</i>	Richard Bass
<i>Law</i>	Sachin Pandya
<i>Liberal Arts & Sciences</i>	Marysol Asencio
<i>Liberal Arts & Sciences</i>	Ming-Hui Chen
<i>Liberal Arts & Sciences</i>	Clare Eby
<i>Medicine</i>	Kevin Claffey
<i>Medicine</i>	Pramod Srivastava
<i>Nursing</i>	Xiaomei Cong
<i>Pharmacy</i>	Dennis Wright
<i>Social Work</i>	<i>TBD</i>

Office of the Vice President for Research

September 30, 2014

Dear Colleagues,

The Office of the Vice President for Research (OVPR) is pleased to announce the launch of a new program called the Scholarship Facilitation Fund (SFF). The primary goal of the SFF is to promote, support, and enhance the research, scholarship, and creative endeavors of all faculty at the University.

The SFF is designed to assist faculty, regardless of rank, in all areas of scholarly work and to facilitate the competitiveness of extramural funding opportunities, to promote activities that represent the highest standards of achievement, and to contribute to UConn's national and international reputation as a premier research university. The SFF will replace the former Small Grants Program and Interdisciplinary Colloquia Program. The SFF will provide funding up to \$2000 to facilitate the initiation, completion, or advancement of research projects, creative works, scholarly activities, or interdisciplinary initiatives. The SFF is contingent upon availability of funding and justification for the request. Requests for SFF funding may include publication costs, pilot studies, statistical consultation, interdisciplinary colloquia, archival research, preparation materials for creative or artistic performance, etc. Faculty will be required to provide a justification for the request, timeline for project milestones (e.g., submission of manuscript, performance date, preliminary data, etc.), other sources of support, and report to the OVPR on project outcomes.

SFF funding deadline for the 2014-2015 academic year will be January 1, 2015 for activities initiated between July 1, 2014 and June 30, 2015. In the future deadlines will be biannual: January 1 and June 30 for activities initiated after the submission deadlines. With the exception of the 2014-2015 academic year, awards will not be made retroactively. SFF awards must be expended within a year of the award date. Evaluation of SFF requests and allocation of awards will be determined by the OVPR. Additional information can be found at the OVPR website: <http://research.uconn.edu/ips/scholarship-facilitation-fund/>. The OVPR will no longer continue the Guest Professorship Program.

Please share this information with your faculty.

Sincerely,



Jeff Seemann
Vice President for Research

CURRICULA ACTION REQUEST FORM

NEAG School of Education
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

Complete the following sections if you are proposing:

PROGRAM/CONCENTRATION CHANGES (CHANGE IN PROGRAM NAME)

CURRENT PROGRAM/CONCENTRATION NAME:

Gifted and Talented Education

RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

We wish to *change the program name* from “**Gifted and Talented Education**” to “**Giftedness, Creativity, and Talent Development**.” This name better represents the program. The University of Connecticut led a change within our field of moving away from labeling children to identifying their exceptionality. Giftedness is the preferred term. Creativity has always been an important component of gifted education. We currently have three new faculty members in EPSY with expertise in creativity, and adding creativity to our program name recognizes their expertise. Finally, the field of gifted education views itself as a field that develops talent. Therefore, talent development is a better fit for the program.

This program change will change the concentration name for the Master’s, Sixth Year, and Ph.D. from *Gifted and Talented Education* to *Giftedness, Creativity, and Talent Development* within the field of study of *Educational Psychology*.

CURRENT EIGHT SEMESTER SEQUENCE (attach electronically) N/A

Current graduate courses within the program include the following:

[EPSY 5710 Introduction to Gifted Education and Talent Development](#)

[EPSY 5720 Developing Schoolwide Enrichment Programs](#)

[EPSY 5740 Strategies for Differentiating the Grade Level Curriculum](#)

[EPSY 5750 Creativity](#)

[EPSY 5760 Improving Students’ Thinking Skills](#)

[EPSY 5780 Social and Emotional Components of Giftedness and Talent Development](#)

[EPSY 6770 Curricular Options for High Ability Learners](#)

[EPSY 6194 Doctoral Seminar](#)

SUPPORTING DOCUMENTATION

- a. Old eight semester sequence

- b. Departmental minutes
- c. Department chairperson's (all departments) approval (email)
- d. PeopleSoft form (if undergraduate course)
- e. Graduate School Transmittal form (if graduate course)

Request for New/Modified UConn Certificate Program

Program information

Name of certificate program¹: Literacy Supports for Students with Disabilities and At-Risk for Learning Difficulties Certificate

Name of sponsoring department(s): Educational Psychology

Name of Department Head: Del Siegle

Name of sponsoring School(s) and/or College(s): Neag School of Education

Department head signatures: _____ Date _____
_____ Date _____
_____ Date _____

Dean signature: _____ Date _____
_____ Date _____

Director of certificate program (appointment status² in parentheses): Natalie Olinghouse (Associate Professor)

E-mail address: natalie.olinghouse@uconn.edu

Phone number: 860-486-6153

Type of certificate (check all that apply)

- Post-baccalaureate (includes 1 or more courses numbered 1000-4999)
 Graduate (includes only courses numbered 5000 or above)
 Non-Credit
 Tuition-based Fee-based
 Online Hybrid On Campus (specify campus) _____
 Other Location³

CIP Code: _____ DHE Code (If available): _____

Anticipated start date: August 2015

Anticipated date of first graduation: May 2016

¹ If solely a Name Change, indicate old and new name

² e.g., Assistant Professor, Associate Professor, Professor, Assistant Professor in Residence

³ e.g. Offsite, International, Corporate

Projected annual enrollments⁴: 60 (4 courses x 15 students per course)

Program outline and description of program learning outcomes

Describe why this certificate program is needed and the target audience it is expected to serve. Include the results of market and competitive analyses.

Literacy is essential to success in our society. The ability to read and write proficiently is necessary not only for academic achievement across subject areas, but is also related to long term social, economic, and personal outcomes. High levels of literacy for all students are more important now than ever before because of our increasingly technological and connected world.

Unfortunately, the most recent results of the National Assessment of Educational Progress (NAEP), often referred to as the Nation's Report Card, indicate that almost 30% of students across the country are reading and writing below basic levels – which means they cannot comprehend or write text at levels that support higher level thinking, reasoning, and communicating. In Connecticut, the achievement gap between successful readers and struggling readers is one of the largest in the country. The dire consequences of this gap for students in Connecticut were recently highlighted in the 2014 report of the CT Achievement Gap Taskforce to the CT General Assembly.

To meet the complex needs of students in Connecticut experiencing significant literacy difficulties and those with identified reading and writing disabilities, teachers and educational professionals need advanced training in effective and efficient methods for instruction and intervention. These skills are important for all teachers and educational professionals, not just special educators (e.g., school psychologists, speech language pathologists, administrators) because of the range of students in Connecticut schools.

The scientific knowledge base in effective literacy instruction and intervention is substantial and also rapidly changing and expanding. Therefore many teachers' initial training and coursework will not have provided them with the most current knowledge and skills for supporting students with reading and writing difficulties. The goal of the proposed Certificate program is to provide current and future teachers and educational professionals with the knowledge and skills to be leaders in the effort to close the literacy achievement gap in Connecticut and ensure that all students have the opportunity to become successful readers and writers.

Describe the educational prerequisites (and professional prerequisites, if appropriate) required of students for admission to this program.

Educational prerequisites:

- All Students:
 - Bachelor's/Master's degree in education or related area OR current enrollment in Master's/Ph.D. program in education or related area
 - minimum of a 3.0 grade point average or a GPA greater than 3.0 for the last two years of study
- International students:
 - Test of English as a Foreign Language (TOEFL)
 - minimum overall score of 550 for the paper-based test

⁴ Annual Enrollments (e.g. 4 courses in academic year with 15 students per course = 60)

- or
- minimum overall score of 79 for the internet-based test

Professional prerequisites:

- Experience in one or more educational settings, including but not limited to
 - K-12 Classroom
 - Clinic for Academic Support
 - Community-based youth services

Describe similar programs nationally, regionally, or in CT.

Currently, in Connecticut, no university offers a program focused on literacy instruction for students with or at-risk for learning disabilities in literacy. There are programs for literacy specialists (the state list enumerates them:

http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/guides/ap_ed_prep_prgms.pdf), but these programs are focused on general education rather than students with serious learning difficulties caused by a psychological disorder in language processing (as students with learning disabilities affecting reading and writing have). In addition, these programs are degree programs designed specifically for literacy specialists. By contrast, the proposed certificate offers the opportunity to develop expertise in meeting the literacy needs of students with or at-risk for disabilities, without requiring the amount of time that degree programs require. This is consistent with our emphasis on attracting inservice teachers interested in continuing education and current students interested in developing expertise in helping children with and at-risk for disabilities learn literacy skills.

The only similar program in Connecticut is the new Anne E. Fowler Literacy Fellowship, offered at Fairfield University. Fairfield's program is distinct from the current proposal, as that program is designed to offer intensive literacy training that is much more similar to what is provided in literacy specialist training than what we are proposing. In addition, the Fellowship involves a scholarship and stipend, neither of which are part of the financial model for the proposed certificate. Rather, the certificate program should attract new enrollment and will not directly involve scholarships, although students would of course be eligible for university scholarships and other financial assistance if also enrolled in a degree program. The Fairfield program suggests, however, that there is a great need for programs that improve literacy instruction for students with and at-risk for disabilities. It is a good idea for UConn to lead this effort, as we expect this will become increasingly popular as the national emphasis on providing intensive intervention to very needy students grows.

In New York, several institutions of higher education offer programs that include emphasis specific to special education and to literacy. These include Hofstra University, Manhattanville College, Mount Saint Mary College, and Sage College. These programs offer certification in special education and literacy, something that is unique to New York state. This certificate would be unique in Connecticut and may make us competitive against similar—although not identical—programs in New York. Students interested in the New York programs might be able to use their literacy specialization from UConn to receive credit toward their New York certification.

In Massachusetts, Simmons College in Massachusetts offers a program in special education and literacy, but it is designed to certify teachers in special education and provide them with a reading specialist credential. The proposed certificate does not include both certifications, as already described. In Rhode Island, no similar program exists. As a result, there is great potential for us to draw applicants from all of the surrounding states, in addition to preservice and inservice teachers in Connecticut.

Describe the program learning outcomes (upon successful completion of the program, students will be able to...)

- Describe typical and atypical literacy development
- Identify and describe characteristics of struggling literacy learners
- Integrate knowledge of typical/atypical reading and writing development, current state/national standards, and characteristics of struggling learners
- Identify the principles of evidence-based, comprehensive reading and writing instructional curricula that meets the needs of students experiencing literacy difficulties
- Identify the principles of instructional pedagogy for struggling literacy learners
- Integrate knowledge of principles of evidence-based literacy instruction curriculum and instructional pedagogy for struggling learners
- Use reliable and valid literacy assessments for purposes of screening, progress monitoring, and instructional decision making within the context of a multi-tiered system of support.
- Identify, select, modify and develop evidence-based reading and/or writing interventions targeted toward individual student needs within the context of a multi-tiered system of support.
- Research and design an evidence-based literacy unit targeting a specific group of students identified as struggling literacy learners
- Prepare unit and lesson plans that support targeted students in meeting unit/lesson learning objectives
- Deliver evidence-based instruction designed to meet the literacy needs of the targeted students

Curriculum information⁵

Total number of credits required:⁶ 12

Note: All courses are existing courses that have supported good enrollment over the past several years. Students have been completing coursework consistent with the proposed Literacy Supports Certificate. Over the last four years, 35 students have completed a similar 12 credit sequence with an additional 10 students expected to complete the sequence this academic year. We expect enrollment to increase with an official certificate program.

Required courses

List the course number, title, and number of credits for each required course in the program.

EPSY 5092 Literacy Supports Practicum

⁵ For each new course that is not already in the Graduate Catalog, complete the Graduate School New Course Creation Form located at: <http://grad.uconn.edu/Graduate-Course-Transmittal.pdf>

⁶ Certificates generally require 12-15 credits of coursework. In a small number of cases where detailed justification has been provided, a certificate program may require only 9 credits. Non-credit = N/A

Elective courses

List the course number, title, and number of credits for each elective course in the program. Describe any limitations on how electives may be chosen (e.g., 1 course from group 1 and 1 course from group 2).

(three of the below courses)

EDCI 4110W (Integrated Bachelor's-Master's students only) An Introduction to the Teaching of Reading and Writing in the Elementary School

EPSY 5113 Beginning Reading Supports for Students with Learning Difficulties

EPSY 5114 Adolescent Reading Supports for Students with Learning Difficulties

EPSY 5115 Writing Supports for Students Learning Difficulties

EPSY 5123 Instructional Strategies and Adaptations for Students with Special Learning Needs

Detailed course information

For each of the required and elective courses identified above (1) identify the instructor and her/his appointment status, (2) specify the expected frequency of offering (e.g., every semester, once a year), and (3) approval status (existing course or new course: submit minutes of school/college curriculum and courses committee showing approval of new courses).

EDCI 4110W

1. Mike Coyne (Professor)
2. Once a year
3. Existing course

EPSY 5092

1. Natalie Olinghouse (Associate Professor)
2. Once a year
3. Existing course

EPSY 5113

1. Mike Coyne (Professor)
2. Once a year
3. Existing course

EPSY 5114

1. Devin Kearns (Assistant Professor)
2. Once a year
3. Existing course

EPSY 5115

1. Natalie Olinghouse (Associate Professor)
2. Once a year
3. Existing course

EPSY 5123

1. Devin Kearns (Assistant Professor)
2. Once a year
3. Existing course

Program evaluation

Describe how the program will be evaluated, e.g., placement of certificate recipients, exit interviews, student evaluations of teaching, total enrollment.

- Course and certificate enrollment
- Student evaluations of teaching
- Percentage of certificate students who obtain or maintain positions requiring knowledge and skills targeted by Literacy Supports Certificate

Enrollment. The literacy specialization will be made available to current students who are interested in informing employers of their specialization in literacy, to make clear that they would be a good fit for positions focused on providing special education services to children with reading and writing difficulty. The literacy specialization will also be marketed to inservice teachers who are interested in further developing their ability to provide literacy instruction to struggling students in their classrooms. We expect former students of our program as well as other teachers who have interest in literacy and reading intervention to enroll. Our data suggest that former students have had positive experiences in our program and found the learning beneficial, so we expect enrollments from this group. In addition, we have informal reports of interest from inservice teachers who work with children in need of literacy supports. Thus, we expect additional credit generation, both from current students who would not select a specialization or who would take fewer classes before graduation and from inservice teachers who will take the specialization to build their skills (and receive service credit) but will not need to enroll in the special education program per se.

Student evaluations of teaching. A critical metric will be students' perceptions of the value of the sequence. We expect evaluations to be high, given the track record at UConn of Coyne and Olinghouse. Kearns has not taught at UConn before, but his track record from previous employment suggests a high likelihood of good evaluations. Moreover, students are given multiple options for completing the specialization, allowing them to focus on the aspects of instruction that are most interesting to them. In addition, the course sequence involves separate but complementary sets of information and provides instruction on the features of instruction critical to the success of students with and at-risk for disabilities. Finally, the practicum gives students the opportunity to apply their learning directly. We expect students to rate the practicum highly, given that their learning in other courses will directly support their practicum experience. This combination of factors should lead to students having high satisfaction with the certificate program

Obtaining and maintaining positions that require knowledge provided by Literacy Supports Certificate. The most important metric from many students' point of view is whether this certificate helps them obtain or maintain jobs that allow them to exercise the skills obtained through the certificate program. Our expectation is that schools and districts will view teachers who obtain the certificate as more knowledgeable about literacy than other teachers of students with and at-risk for disabilities who do not have the certificate. Many special education and complementary placements require extensive knowledge of the fundamental aspects of literacy that lead to positive school and life outcomes, and many postings for special positions require training and experience in literacy for students who need supports. As a result, we expect students to be successful in obtaining these positions, in transitioning into literacy-related positions from other positions that do not require the

same extensive knowledge of literacy, and in maintaining employment in their current positions that involve the need for literacy training. The last of these is included because we expect some students to enroll both because they wish to hone their skills in providing literacy supports and because they are interested in salary-scale advancement. They may, thus, not change jobs but simply maintain their positions. This would be viewed as evidence of a positive outcome.

Resources available to support the program

Financial resources

Describe how the program will be funded. Attach a 3 year pro forma budget.

We have the capacity in existing courses to run the program. The program requires no additional courses, faculty, staff, or other resources. No budget is attached.

Facilities/Equipment/Library/Special resources

Indicate any additional or unique resources necessary for program success.

No additional or unique resources are necessary for program success.

Received in the Provost's Office:

Name

Date

UNIVERSITY OF CONNECTICUT

Neag School of Education

Course:

EDCI 4110W, Section 002
Introduction to the Teaching of Reading
3 Credits, Fall 2014
Tuesdays, 12:15
Gentry, Room 319

Instructor:

Michael Coyne, Ph.D.
EPSY, Neag School of Education
Office: Gentry 004
Email: mike.coyne@uconn.edu

Course Description:

This course is designed to provide senior Special Education IBM students with knowledge and skills related to teaching reading. Additionally, this course will introduce students to effective, research-validated instructional practices in reading.

Learning Materials:

Honig, B., Diamond, L., & Gutlohn, L. *Teaching reading sourcebook, (Updated 2nd Ed.)* Novato, CA: Arena Press. ISBN 978-1-57128-690-1

**Additional readings will be assigned or handed out in class.*

Course Objectives:

Upon completion of this course, you should be able to answer the following questions for “big ideas” areas in reading (e.g., phonemic awareness, phonics, reading fluency, vocabulary, and comprehension).

1. What is it? Why is it important? What does the research say?
2. What should students know and be able to do at specific grade levels?
3. How do we assess what students know and how much they are learning?
4. How do we teach it effectively and efficiently?
5. How do we evaluate, select, and implement research validated instructional strategies and programs.

Course Requirements and Grading:

40% 4 Short Quizzes

Quizzes will be based on readings and class notes/discussions. Quizzes will be given at the beginning of the class period and will take approximately 15-20 minutes.

25% Application Assignments

Application assignments are designed to provide students with opportunities to extend their understanding of course topics and practice instructional strategies and techniques. Students are strongly encouraged to complete application assignments with students from grades K-12.

- Phoneme Segmentation Lesson
- Regular Word Reading/Phonics Lesson
- Reading Fluency Lesson
- Vocabulary Lesson
- Comprehension Lesson

35% Case Study/Instructional Plan

The case study project involves developing an instructional plan designed to address the reading needs of a hypothetical student. The instructional plan has two parts: a) analysis of assessment data and b) instructional planning and will include supporting materials/resources such as curriculum standards, example activities, sample lessons, assessments, etc.

Writing-Intensive Course: This course is a writing-intensive course. To meet the requirements of a W course, you will receive feedback on an initial draft of the case study/instructional plan assignment and then revise the plan for "conceptual clarity and development of ideas, edit for expression, and proofread for grammatical and mechanical correctness". Additionally, University policies indicate you will not be able to pass this course without receiving a passing grade on the case study/instructional plan assignment.

Dates:	Topics:	Readings/Assignments Due:
Aug. 26 th	Introduction Phonemic Awareness	
Sept. 2 nd	Phonemic Awareness Phonics	CORE: The Big Picture Chp. 5 Phonemic Awareness Chp. 4 Letter Knowledge Article: “ <i>Beginning Reading Instruction for Students At Risk for Reading Disabilities</i> ”
Sept. 9 th	Phonics	CORE: Section III: Introduction CORE: Chp. 1 Structure of English CORE: Chp. 6 Phonics
Sept. 16 th	Phonics	CORE: Chp. 7 Irregular Word Reading Quiz Phoneme Segmentation Lesson Reflection Due
Sept. 23 rd	Phonics	CORE: Chp. 8 Multisyllabic Word Reading Case Study Section 1 Due
Sept. 30 th	Reading Fluency	CORE: Section IV: Introduction CORE: Chp. 9 Fluency Assessment CORE: Chp. 10 Fluency Instruction
Oct. 7 th	Reading Fluency	Regular Word Reading Lesson Reflection Due
Oct. 14 th	Vocabulary	CORE: Section V: Introduction CORE: Chp. 11 Specific Word Instruction CORE: Chp. 12 Word Learning Strategies CORE: Chp. 13 Word Consciousness Quiz
Oct. 21 st	English Language Learners / Comprehension	CORE: Section VI: Introduction CORE: Chp. 14 Narrative Reading Reading Fluency Lesson Reflection Due
Oct. 28 th	Comprehension	CORE: Chp. 15 Informational Reading Case Study Section 2 Due
Nov. 4 th	Comprehension	Reading: TBA Vocabulary Lesson Reflection Due
Nov. 11 th	School Wide Reading Support/ RTI	CORE: Comprehensive Reading Model Quiz Case Study Section 3 Due
Nov. 18 th	Adolescent Literacy	Reading: TBA Comprehension Lesson Reflection Due
*Thanksgiving Break, November 24th – 28th (no class)		
Dec. 2 nd	Writing Supports	Reading: TBA Quiz Final Case Study Due

University of Connecticut
Department of Educational Psychology

**EPSY 5113:
Beginning Reading Supports for Students with Learning Difficulties**

Course Syllabus
Fall, 2013
Thursdays, 4-6:30 PM
Gentry 101

Instructor

Michael D. Coyne

Office: Gentry 004

Email: Mike.Coyne@uconn.edu

COURSE DESCRIPTION

Establishing strong early reading skills in the primary and elementary grades is essential for future academic success. However, many children struggle with learning how to read. This course is designed to provide graduate level students with knowledge and skills related to supporting early reading success for students with disabilities and at risk for experiencing learning difficulties. Because we will conceptualize literacy supports within a multi-tier framework (i.e., RtI, SRBI), this course is relevant for special educators, general educators, and specialists (e.g., school psychologists, speech language pathologists). The course will provide an overview of the “big ideas” in early literacy including phonemic awareness, phonics, reading fluency, vocabulary development, and listening and reading comprehension. The course will also introduce students to effective evidence-based practices and programs for accelerating beginning reading outcomes at each level of support (e.g., Tier 1, Tier 2, Tier 3).

READINGS

Required readings will be assigned each week and available electronically.

COURSE REQUIREMENTS AND EVALUATION

Quizzes (40%)	Four quizzes will be based on course readings and lectures. They will be given at the beginning of class and take approximately 15-20 minutes.
Reading Intervention Review: (20%)	Students will select an evidence-based intervention and complete a thorough review of the intervention as well as the research supporting its effectiveness. The assignment is due on October 10th.
Inventory and Analysis of School Wide Reading Support Plan (40%)	<p>Students will complete a thorough inventory of a school's current beginning reading practices within the context of a tiered model of reading support. Students will receive feedback and submit a final complete document at the end of the semester. The final document will also be presented on the last day of class.</p> <p><u>Part 1:</u> Inventory of Classroom Reading Practices and Reading Intervention Practices (Due Oct. 25) <u>Part 2:</u> Inventory of Universal and Progress Monitoring Assessment Practices in Reading (Due Nov. 14) <u>Part 3:</u> Summary and Recommendations (Due Dec. 5)</p>

Date	Topic	Assignments Due /Quizzes
Aug. 29	Syllabus, Course Introduction	
Sept. 5	Phonemic Awareness and Letter Knowledge	
Sept. 12	Phonics (Part 1)	
Sept. 19	Phonics (Part 2) & Evidence-Based Practice	<ul style="list-style-type: none"> • Quiz #1
Sept. 26	Multi-tier Supports: Instruction & Intervention	
Oct. 3	Fluency	
Oct. 10	Vocabulary	<ul style="list-style-type: none"> • Quiz #2 • <u>Assignment Due:</u> Intervention Review
Oct. 17	Comprehension	
Oct. 24	Multi-tier Supports: Instruction & Intervention	<ul style="list-style-type: none"> • <u>Assignment Due:</u> Part 1 School Inventory
Oct. 31	Multi-tier Supports: Assessment	<ul style="list-style-type: none"> • Quiz #3
Nov. 7	Multi-tier Supports: Assessment	
Nov. 14	English Language Learners	<ul style="list-style-type: none"> • <u>Assignment Due:</u> Part 2 School Inventory
Nov. 21	Multi-tier Supports: Tier 3	
Nov. 28	<i>Thanksgiving Break</i>	
Dec. 5	Wrap up and Presentations	<ul style="list-style-type: none"> • Quiz #4 • <u>Assignment Due:</u> Complete School Inventory & Presentation

EPSY5114-Adolescent Reading Supports for Students with Learning Difficulties, Fall 2014

University of Connecticut, Neag School of Education

Monday 4:00 P.M. to 6:30 P.M., Gentry 225

Instructors: Devin Kearns, Ph.D. and Yan Wei, M.A.**Office:** Devin's office: Gentry 002D

Yan's office: Gentry 001

Office hours: Devin: Mondays, 3:00 to 4:00 P.M.; Wednesdays, 3:00 to 5:00 P.M.; by appointment

Yan: Mondays, 3:00 to 4:00 P.M.

Contact information:**Email:** Devin: devin.kearns@uconn.eduYan: yan.wei@uconn.edu**Office phone:** Devin: (860)486-3985**Course Description**

Many adolescent learners, including students in middle and high school, are not adequately prepared to meet the literacy challenges of postsecondary education and the world of work. Many adolescents are at risk for reading failure, including those with learning disabilities, with emotional or behavior disorders, with attention difficulty, or learning English. The purpose of this course is to provide you with the knowledge and skills necessary to help these students acquire fundamental literacy skills. The course focuses on four topics to help you learn the knowledge and skills: You will learn (1) what literacy skills adolescents require, (2) why some students struggle to learn literacy skills, (3) strategies and programs for teaching students those skills, and (4) methods for assessing students' progress in learning those skills.

Course Goals

Each of the four topics has goals that are aligned with the course assignments.

Literacy skills adolescents require

- You will be able to identify the elements that contribute to reading comprehension and describe what it means to have each one of these skills. The *Assessment* and *Case Study* assignments evaluate whether you understand these elements.
- You will also know the Common Core State Standards' expectations for literacy as well as the requirements of different forms of disciplinary literacy. The *Lesson Plan* assignments require you to integrate both of these.

Why students struggle

- You will be able to identify how students might struggle to learn each of the critical literacy skills. The *Assessment* and *Case Study* assignments evaluate your knowledge of these.
- You will also be able to examine texts with a focus on the difficulties that struggling readers would have in accessing them. The *Text Analysis* assignment evaluates your ability to understand the difficulties texts pose.

Strategies and programs for teaching students these skills

You will learn how to

- Design explicit instruction lessons.
- Construct a lesson to follow a routine for introducing difficult texts.
- Teach and practice high-impact reading comprehension strategies.
- Select a program for students who have particular reading needs.

Your ability to use strategies will be demonstrated with the *Lesson Plans*, *Lesson Demonstration*, and *Case Study*

Assessment for adolescent literacy

You will learn how to select measures of progress from existing ones and you will learn how to create your own measures. Your ability to do this well is demonstrated through the *Assessment* assignment.

Course readings**Required Textbook**

Klingner, J., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning disabilities*. New York, NY: The Guilford Press.

Required Readings

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: The Guilford Press.

Deshler, D., Palincsar, A., Biancarosa, G., & Nair, M. (2007). *Informed Choices for Struggling Adolescent Readers: A Research-Based Guide to Instructional Programs and Practices*. International Reading Association.

O'Connor, R. (2007). *Teaching word recognition*. New York, NY: The Guilford Press.

Suggested (not required) Readings***Assessment***

Hessler, T., & Konrad, M. (2008). Using curriculum-based measurement to drive IEPs and instruction in written expression. *TEACHING Exceptional Children*, 41, 28-37.

McMaster, K. L., Du, X., Parker, D. C., & Pinto, V. (2011). Using curriculum-based measurement for struggling beginning writers. *TEACHING Exceptional Children*, 44, 26-34.

Reading

Armbruster, B. B., Lehr, F., & Osborn, J. [National Institute for Literacy] (2001) *Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3*. Jessup, MD: ED Pubs.

Hudson, M. E., Browder, D., & Wakeman, S. (2013). Helping students with moderate and severe intellectual disability access grade-level text. *TEACHING Exceptional Children*, 45, 14-23.

Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58, 702-714.

Kennedy, M. J., & Wexler, J. (2013). Helping students succeed within secondary-level STEM content: Using the "T" in STEM to improve literacy skills. *Teaching Exceptional Children*, 45(4), 26-33.

Wanzek, J., & Haager, D. (2003). Teaching word recognition with blending and analogizing. *TEACHING Exceptional Children*, 36, 32-38.

Writing

Harris, K. R., Graham, S., & Mason, L. H. (2003). Self-regulated strategy development in the classroom: Part of a balanced approach to writing instruction for students with disabilities. *Focus on Exceptional Children*, 35, 1-16.

Troia, G.A. (2006). Writing instruction for students with learning disabilities. In C.A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 324-345). New York: Guilford.

Course Schedule

CL #	Date	Topics	Readings due	Assignments due
1	8/25	<ul style="list-style-type: none"> ● Introduction of Adolescent Literacy ● Elements of literacy and struggling readers (RTI and intensive intervention) 	<ul style="list-style-type: none"> ● Klingner et al. (2011), Chapter 1 	None
	9/1	No class		
2	9/8	<ul style="list-style-type: none"> ● Big Ideas in Reading ● CCSS ● Disciplinary Literacy 	<ul style="list-style-type: none"> ● CCSS* ● Shanahan & Shanahan (2012)* 	Quiz 1 (9/12)
3	9/15	<ul style="list-style-type: none"> ● Motivation ● Explicit Instruction 	<ul style="list-style-type: none"> ● Archer & Hughes (2011), Chapter 2* 	Text Analysis
4	9/22	Before reading: <ul style="list-style-type: none"> ● Background knowledge ● Text Structure 	<ul style="list-style-type: none"> ● Klingner et al. (2011), Chapter 4; Chapter 5 (pp. 101-107) 	Quiz 2 (9/26)
5	9/29	Before reading <ul style="list-style-type: none"> ● Vocabulary instruction and Morphology ● Background knowledge, critical concepts 	<ul style="list-style-type: none"> ● Klingner et al. (2007) Ch.3 	Quiz 3 (10/3)
6	10/6	Before reading: <ul style="list-style-type: none"> ● Text structure During reading: <ul style="list-style-type: none"> ● Word recognition, morphology, and fluency 	<ul style="list-style-type: none"> ● O'Connor (2007), Chapters 7 and 8* 	Lesson Plan 1, Before Reading Activities
7	10/13	During reading: <ul style="list-style-type: none"> ● Fluency and word recognition ● Reading comprehension strategies 	<ul style="list-style-type: none"> ● Klingner et al. (2011), Chapter 5 (pp. 107-129), and Chapter 6 	Lesson Plan 1, Before Reading Activities revised
8	10/20	During reading: <ul style="list-style-type: none"> ● Cognitive learning strategies ● Reading comprehension strategies After Reading: <ul style="list-style-type: none"> ● Classroom discussion 	<ul style="list-style-type: none"> ● None 	Lesson Plan 1, During Reading Activities Quiz 4 (10/24)

9	10/27	Create complete lesson plans Demonstration Lessons	<ul style="list-style-type: none"> • None 	Lesson Plan 1, During Reading Activities revised Demonstration Lessons
10	11/3	<ul style="list-style-type: none"> • Whole school models of reading instruction • After reading: writing 	<ul style="list-style-type: none"> • Graham & Hebert (2010)* 	Quiz 5 (11/7)
11	11/10	After reading: <ul style="list-style-type: none"> • Formative and Summative Assessment 	<ul style="list-style-type: none"> • Klingner et al. (2011), Chapter 2 	Lesson Plan 2
12	11/17	<ul style="list-style-type: none"> • Formative and summative assessment • Practicalities of teaching: Selecting programs for particular needs 	<ul style="list-style-type: none"> • Deshler, Palinscar, Biancarosa, & Nair (2007)* 	Quiz 6 (11/21)
	11.24	No Class		
13	12/1	<ul style="list-style-type: none"> • Popular Programs • Practicalities: ELLs and severe reading problems 	<ul style="list-style-type: none"> • Shaywitz (2003), Chapter 4*; • Francis et al. (2006), pp. 13-31* 	Assessment (Formative/Summative)
14	12/8	<ul style="list-style-type: none"> • Final case study discussion • Course evaluations • Celebration 	None	Final Case Study due

Course Assignments

Attendance, Participation, Professionalism (10%):

Each week’s Attendance credit is earned by attending each class (see policies below). Participation credit requires participating in all activities and demonstrating completion of the readings for the week. Professionalism credit requires professional conduct (see policies below).

At-Home Quizzes (18%):

Quizzes evaluate your learning from class, the readings, recorded lectures you are asked to watch, or web activities you are asked to do. They will consist of two to four questions to which you will provide a detailed response. Quizzes will require you to apply ideas from the class session the previous day. If you miss class, you will need to use the readings, PowerPoint, and notes from classmates to complete the assignment. Expectations for quiz excellence will be presented in class. **Six** quizzes in total. Please note that the window for completing the quizzes is from Tuesday to Sunday following class. They will be available on HuskyCT. In other words, for example, the quiz for Class 2 is related to the content presented in Week 1 and 2 (on 8/25 and 9/8) can be started on the next day (9/9 on Tuesday). The last day the quiz may be completed is Friday (9/12), by 11 P.M. For subsequent quizzes, the same deadline format is used. The dates in parentheses tell you when it is due.

Text Analysis (10%):

The text analysis is a 1.5 to 3 page single-spaced document that includes (1) a summary of the text you have chosen, (2) a description of the student population to whom you are targeting this text, (3) an explanation for choosing this particular text, with an emphasis on how it addresses the CCSS, other content standards, and students’ literacy needs,(4) an analysis of four to six challenges this text poses for

the student population chosen, given their difficulties and the content of the text, and (5) an explanation of how each of the challenges relates to the areas of literacy (e.g., big ideas in reading) that we discussed in the first two classes. A rubric will be provided. *Due 09/15*

Lesson Plan One (12%):

Before writing a real lesson plan on adolescent literacy instruction, students will get chances to practice and revise Lesson Plan One. In this practice, students will create a lesson plan comprised of the following elements:

- Before Reading Activities (6%): practice designing evidence-based reading activities to build student background knowledge and engage students before reading.
- During Reading Activities (6%): practice designing and implementing evidence-based reading instruction during student reading process.

A rubric will be provided.

Lesson Plan Two (15%):

Create a new lesson plan based on your student reading difficulties. A rubric will be provided. *Due 11/10*

Demonstration Lesson (10%):

Students will get a chance to demonstrate/model your Lesson Plan One to the whole class. Other students will pretend to be students in certain grades and provide feedback after demonstration. *Due 10/27.*

Assessment (Formative and Summative) (10%):

Develop a formative or summative measure to evaluate your students' knowledge for Lesson Plan Two. The complete measure will include three components: (a) a copy of the measure for students [blank], (b) an answer key, (c) rationales for the design of the assessment (including the types of questions used and the level of analysis required, and (d) an interpretation of possible results (including how decisions will be made about re-teaching). *Due 12/1*

Case Study (15%):

Students will evaluate one case study and make instructional decisions based on it. A rubric will be provided. *Due 12/8*

Weekly Feedback (no credit but still required):

You will go to the Suggestion Ox to provide *anonymous* feedback. Here is the web address:

<http://www.suggestionox.com/response/sknlHr>

Course Policies

- Attendance
 - You must attend *all* sessions and be on time. Attendance will be taken at the start of each session.
 - Excused absences: If you are unable to attend due to illness, family emergency, or religious observance, email me prior to class. You are permitted one excused absence. Any additional absence is considered unexcused. For religious observances, please notify me two weeks in advance.
 - Unexcused absences are absences (a) without contacting me before class or (b) that are not due to illness, family emergency, or religious observance. If you have such an absence, you will need to make up assignments with additional work. Unexcused absences reduce your final grade by 5 points.

- You are responsible for all content covered in missed sessions. Please contact a classmate for notes and announcements. You are also responsible for catching up if you are late. If you know you will be late, ask a classmate to collect materials for you.
- Participation
 - Actively participate in course discussions. This helps you better learn the material and it helps me present more effectively.
 - Participation is part of your grade. Good participation includes substantive (quality, not quantity) contributions to activities and discussions. Each week, I will note your participation.
 - If you do not understand something, please ask. Asking questions counts as participation as much as answering questions or making comments. Participation definitely does not require you to have the right answers.
- Professionalism
 - General
 - Exhibit professionalism at all times. You are education professionals, and this course is part of your professional preparation.
 - Professional behavior includes arriving to class on time, letting me know if you must leave early, staying on-task during the class, respecting the opinions of others, and coming to class prepared.
 - I hope to award full professionalism credit to every student. The policies below exist to allow me to fairly handle cases where professionalism is lacking.
 - Technology in class
 - Please do not use cell phones or smartphones (including talking and texting) during class. Put them away. Having your phone on the desk is considered unprofessional.
 - If you prefer to use a laptop to refer to readings or to take notes, you may do so.
 - However, do not surf the web or access email during class.
 - If you are frequently looking at your computer screen rather than at the class, this suggests you are using your laptop for non-class purposes. Staring at your laptop suggests unprofessional conduct and will reduce the professionalism grade.
 - It is your responsibility to keep yourself focused and engaged, so if you know that you have a habit of surfing the web when you bring a laptop to class, do not bring it.
 - Other
 - Other unprofessional behaviors include having side conversations while I am speaking or other students are speaking, returning late from breaks, and falling asleep.
 - It is my responsibility to be engaging and well-prepared; your responsibility is to keep yourself focused and on-task. Together, we will work to exemplify professionalism.
- Communication
 - Please communicate openly with me regarding your understanding of course material, assignments, and course format. The purpose of this class is to ensure that you learn a great deal about teaching students with disabilities.
 - If the goals of course are not being met, I would like to know so we can adjust things.
 - If the readings are too difficult, insufficiently helpful, or otherwise problematic, I would like to know.
 - I will give you opportunities during class to provide me with written feedback.

- Additionally, I understand that life sometimes happens and this may interfere with class – please communicate with me about special circumstances as soon as possible and always prior to the related class session and/or assignment due date. I strive to be fair and thoughtful.
- Inclement weather
 - If there appears to be a risk of inclement weather, please check alert.uconn.edu before coming to class. I will follow whatever guidance Alert UConn provides.
 - Your personal safety is of course very important, so please use your judgment about the safety of traveling to class. If you cannot come to class due to the weather (and it is not otherwise cancelled), you are still expected to turn in assignments electronically, and arrangements will be made to allow you participate electronically, likely via Google Hangout.
 - If class is cancelled due to bad weather, you are still responsible for the readings and assignments due on that day. I will post lecture slides and possibly provide an online lecture to make sure you understand the material for that day. Unless I decide otherwise, all assignments will be due as scheduled (including the weekly quizzes).
- Format of assignments
 - The assignments in our class are all completely practical. You do not need to use APA format for them. For lesson plans, I expect you will use 12 pt Times New Roman font and 1 in margins. You can single-space them. You will submit all typed assignments electronically.
 - For the lesson plans, follow the lesson plan template I will provide. Your lesson plan should be extremely detailed. A 10 page lesson plan for a 30 minute lesson plan may be necessary. The lesson design should include specific language you plan to use with students as well as all instructions you plan to give.
- Late assignments
 - Your grade is reduced by 5% (e.g., B+ → B, etc.) if the assignment is turned in late.
 - Assignments are accepted if they are turned in within two days of the due date. After two days, you receive no credit.
- Changes to the syllabus
 - Throughout the semester, circumstances may necessitate changes to the syllabus. So, the schedule of classes, and possibly assignment dates, may change. I will always describe any changes in class and elicit your feedback about them.
- My commitment to you
 - I have high expectations for you, and I also have high expectations for myself. I strive to be an effective instructor, and so the following are commitments I make to you:
 - I will model the kinds of practices I expect to see you use with your students; I will ask you do participate and demonstrate understanding in a variety of ways during the semester.
 - I value you as individuals and as contributors to the class. I want you to share your experiences as a person and a teacher that will help us understand how to teach adolescents better. I also want you to know that I care, and I hope to get to know you personally too.
 - When I lecture, I endeavor to be clear, to be concise, and to check for understanding throughout. I will almost never lecture without engaging you in an activity for more than 45 minutes, and, generally, it will be no more than 15 to 30 minutes.
 - Assignments will be practical and link to real classroom instruction.
 - I have goals for myself too. My goals reflect things that I am working to improve. I am sharing them with you because this will make me accountable to you for meeting them. I

am aware that it will be difficult to say something directly, but please use anonymous feedback on the strips to remind me if I do not seem to meet my own expectations.

- I will return assignments within two weeks, with some comments. I am trying to take less time to return assignments. I will always provide some feedback. When the feedback is limited, it is because I want to make sure you receive your assignments on time. However, you will never receive an assignment without any feedback.
- At least once this semester, I will record a lecture in advance, and you will watch it before class. Then, we will discuss the readings and focus on applying the content during class. This is a new idea I am trying, but I hope it will be exciting. I would like to do it more often, but this is new (and quite time-consuming) so I am only committing to doing it one time!
- Organize the classroom space in purposeful ways. Each week, I will ask you to work with different people, and we will rearrange the space. I am doing this to make sure that the space matches the way we will work together.
- Review assignments and expectations every week so that you are comfortable with what you are being asked to do.
- Design each class so that we rarely get out early or run out of time.

Accommodations for Students with Disabilities

If you require special education adaptations or accommodations in order for you to participate fully in the class, please let me know as soon as possible. Information on the procedures for documentation and/or services can be obtained by contacting either:

(a) The Center for Students with Disabilities (CSD)

Wilbur Cross Bldg., Room 201
 (860) 486-2020 (voice)
 (860) 486-2077 (TTD)
<http://www.csd.uconn.edu>

(b) University Programs for College Students with Learning Disabilities (UPLD)

Wilbur Cross Building, Room 204
 Phone: (860) 486-2020
 Email: csd@uconn.edu
<http://www.csd.uconn.edu>

Statement regarding Plagiarism

Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Grading Scale

A	94%+	A-	90%-93%	B+	88%-89%	
B	84%-87%	B-	80%-83%	C+	78%-79%	
C	74%-77%	C-	70%-73%	D	65%-69%	F below 65%

Grades ending in exactly 0.5 are rounded up to the next grade (e.g., 87.5 → 88).

University of Connecticut
Department of Educational Psychology

EPSY 5115
Writing Supports for Students with Learning Difficulties
Spring 2014

Course Description: An examination of writing instruction and assessment designed to support K-12 students who are at-risk for or experiencing learning difficulties or disabilities, by incorporating evidence-based methods in a rich, engaging, and meaningful writing curriculum.

Instructor: Natalie Olinghouse, Ph.D.
Office: Gentry 002D
Telephone: 860.486.6153
E-mail: natalie.olinghouse@uconn.edu
Office Hours: Tuesdays, 2-4 or by appointment
Course Location: Gentry 119E
Time: Tuesdays, 4:00-6:30
Credit: 3 hours
Teaching Assistant: Thilagha Jagaiah
E-mail: ThilaghaJ@gmail.com

COURSE OBJECTIVES:

As a result of this course, students will demonstrate the ability to:

- Identify the principles of a research-based, comprehensive writing instructional program that meets the needs of all students, especially students experiencing writing difficulties.
- Describe the essential components of competent writing
- Integrate knowledge of typical/atypical writing development, current state/national standards, and characteristics of struggling writers
- Use reliable and valid writing assessments for purposes of screening, progress monitoring, and instructional decision making within the content of a multi-tiered system of support.
- Identify, select, modify and develop research-based writing interventions targeted toward individual student needs within the content of a multi-tiered system of support.
- Develop own identity and beliefs as a writer and teacher of writing
- Select, use, teach, and incorporate a range of technology tools to meet personal and student learning objectives, especially those related to the process of writing.

COURSE PRODUCTS

Throughout the semester, students will work on several projects. The two main projects are the *Writing Assessment and Instruction Project* and the *Personal Writing Project*. The *Writing Assessment and Instruction Project* will develop abilities to identify a student's

strengths/needs in writing and recommend research-based instruction to meet specific needs. The *Personal Writing Project* is designed to improve students' own identity as writers. Students will be able to explore their own writing abilities/processes through an individual study of a particular genre/sub-genre. A third, smaller project (*Application Project*) will extend course discussions and activities and result in a course resource for all students. A final course reflection will tie the projects and course activities together.

REQUIRED TEXT AND MATERIALS

*****Bring each week's assigned readings and text to class**

- Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Baltimore, MD: Paul Brookes.
- Saddler, B. (2012). *Teacher's guide to effective Sentence writing*. New York: Guilford.
- Additional articles and book chapters are available on HuskyCT.
- One of the following books plus one pourquoi story of your own (either found online or in print) (Week 7)
 - Why Mosquitoes Buzz in People's Ears, by Verna Aardema
 - How the Stars Fell into the Sky, by Jerrie Oughton
 - Why the Sun and the Moon Live in the Sky, by Elphinstone Dayrell
 - The Story of the Milky Way: A Cherokee Tale by Joseph Bruchac
 - The Fire Stealer, by Elizabeth Cleaver
 - Her Seven Brothers, by Paul Goble
 - A Tale of Rabbit and Coyote, by Tony Johnston

COURSE NORMS AND EXPECTATIONS

Due to the structure of the class, it is important that each member take responsibility for his or her role in the class. It is expected that students will arrive before the start of the class, attend class sessions weekly, be prepared to discuss the assigned readings, and bring all necessary materials for each class period.

Please turn off all electronic devices during class. Laptops and tablets are permitted in class; however, the use of a laptop/tablet for purposes unrelated to class work is prohibited and will result in a loss of privilege related to laptop use. Cellphones should be silenced off and put away (not on vibrate).

Questions and concerns may be handled through email, phone, or personal contact. Students may request an appointment at any time. Student emails will be answered within 24 hours of receipt, Monday through Friday. I will use your UConn email for all class correspondence. Please make sure you check this email regularly. To make sure I see your email, please use EPSY 5115 in the subject header of the email. This will move your email to the course folder and minimize the chance of it getting lost in my general email folder.

In case of inclement weather, please check the Weather and Emergency Closing 24 Hour telephone line: (860) 486-3768 to see if classes are canceled. When evening classes are canceled (after 5 pm), our class is also canceled.

Accommodations for Disabilities

If you require accommodations due to a documented disability, please discuss this with me at the beginning of the semester. Disability services are available through the Center for Students with Disabilities (CSD), Wilbur Cross Building, Room 201, 486-2020, or the University Program for College Students with Learning Disabilities (UPLD), Gentry, Room 003, 486-0178.

Attendance and Punctuality: Absences should be pre-arranged with the instructor if possible. Emergencies that interfere with a student's ability to meet class expectations (attendance or submission of class assignments) should be conveyed to the instructor as soon as possible.

Your active participation in class will count toward your grade because it is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, analyzing, generating ideas, making presentations, participating in peer activities, giving feedback, sharing observations and experiences, and so on. You cannot do your share if you are not *present and active*. Please make sure you call (486-6153) or email (natalie.olinghouse@uconn.edu) if you are unable to attend class. You are responsible for the content of any class you miss.

Final exam

We will meet during final exam week, which is scheduled from Monday, May 5 through Saturday, May 10. The final date and time for this class will be announced by the University at a later date. Students are required to be available during this time. If you cannot make the scheduled exam time, you must visit the Office of Student Services and Advocacy for further instructions. Students who have a conflict about which they have or should have advanced notice (religious holiday, legal/medical appointments, etc.) must seek permission to reschedule the final exam class before April 25. Please note: vacations, previously purchased tickets or reservations, weddings (unless part of the wedding party), and other social events are not viable excuses for missing the final exam date. Please contact the Office of Student Services and Advocacy with any questions.

Confidentiality

Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, I expect you to use discretion. In casual conversations or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a fictitious name for the student involved. Mask the name of a student on any written or visual work shared in class or used in an assignment.

Academic Honesty and Integrity

I assume that each student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's Academic Integrity Policy:

http://grad.uconn.edu/current/academic_integrity.html. It is the student's responsibility to be familiar with the Academic Integrity Policy.

Incidents of plagiarism and fabrication of student data are taken very seriously and will be sanctioned in accordance with university policy. Assignments violating the Academic Integrity Policy will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. Students are expected to complete all course assignments independently. The purpose of course assignments is to demonstrate your work, thoughts, and insights. Taking bits and pieces from other authors' writing and placing it in your paper shows little evidence of original thought.

Person-First Language

In keeping with the fact that students with disabilities are, first and foremost, individuals, and secondly, have a disability, references in written work should reflect this emphasis on personhood by use of the phrase "students with learning/behavioral disabilities." If you are evaluating a student who is classified with a disability, please assure that this terminology is used in your report.

COURSE REQUIREMENTS

Course grades will be based on the following course assignments. Details regarding each of these assignments will be given at a later date and are available on HuskyCT. Each class will begin with a question period about upcoming readings and assignments, but students should feel free to contact me outside of class if needed.

Category	Details and Points	Due Date
Professional Behavior and Course Engagement	<i>30 points</i> : Evidence of preparing for each class session, active participation and completion of out-of-class and in-class activities, and professional behavior	Ongoing
Writing Assessment and Instruction Project	Part I: <i>20 points</i> Part II: <i>50 points</i>	Part I: Week 11 Part II: Week 15
Personal Writing Project	Part I: <i>20 points</i> Part II: <i>40 points</i>	Part I: Week 9 Part II: Week 14
Application Project	Part I: <i>5 points</i> Part II: <i>25 points</i>	Part I: Week 6 Part II: Week 12
Reflection	<i>10 points</i>	Week 15

Grading Scale and Final Grades: Grading expectations will be made clear prior to the due date for each assignment. I intend to provide you feedback with both comments and grades. **I do not round up to the next highest point, provide additional points, or extra credit.** It is the student's responsibility to submit outstanding, exemplary work across all assignments in order to receive an A in this course.

94%-100%	A
90%-93%	A-
87%-89%	B+
84%-86%	B
80%-83%	B-
77%-79%	C+
77%-79%	C
70%-73%	C-
67%-69%	D+
67%-69%	D
60%-63%	D-
Below 59%	Fail

Turning in Assigned Work: Assignments are due as indicated on the course schedule, and you are responsible for knowing what the due dates are. Unless arrangements are made *in advance* of the due date, I will deduct 10% for each 24 hour period the assignment is late.

WEEKLY SCHEDULE
 (*Readings available on HuskyCT)

Week 1 – January 21 ~Introduction to course ~Context for writing instruction	
Week 2- January 28 ~Overview of Common Core State Standards ~CCSS and students with disabilities	
Read: <ul style="list-style-type: none"> ▪ Common Core State Standards English Language Arts—specifically Writing and Language standards for grades K-12 http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf ▪ CCSS and Students with Disabilities http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf ▪ *Troia (2006) (pp. 324-330, focus on the specific difficulties for students with learning disabilities) 	Bring: <ul style="list-style-type: none"> ▪ Print out and bring CCSS Writing and Language standards OR have in an easily accessible location on technology device (bring to every class) Complete/Bring: <ul style="list-style-type: none"> ▪ *CCSS and Writing Difficulties worksheet
Week 3 – February 4 ~Self-Regulated Strategy Development, Part I	
Read: <ul style="list-style-type: none"> ▪ <i>Powerful Writing Strategies</i>, chapters 1-4 ▪ *[Ph.D.] Harris & Graham (2009) 	Complete/Bring: <ul style="list-style-type: none"> ▪ *Pourquoi Tales “What do I know?” worksheet (Before Reading column)
Week 4 – February 11 ~Self-Regulated Strategy Development, Part II	
Read: <ul style="list-style-type: none"> ▪ *<i>Considerations when evaluating CSI</i> from http://cehs.unl.edu/csi/teachingstrategy.shtml#considerations 	Complete/Bring: <ul style="list-style-type: none"> ▪ *SRSD take-home activity

Week 5 - February 18 ~Evidence-based writing instruction ~Students with writing difficulties ~Application project	
NO CLASS—INDEPENDENT WORK Read: ▪ *Santangelo & Olinghouse (2009) Choose one: ▪ (Elementary) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf ▪ (Secondary) http://all4ed.org/wp-content/uploads/2006/10/WritingNext.pdf	
Week 6- February 25 ~Genre Study, Part I	
Read: ▪ *Fountas and Pinnell chapters 1-3	Due: ▪ CCSS, Writing Difficulties, and Instruction Google Doc (assigned standard) ▪ Application Project, Part I
Week 7 - March 4 ~Genre Study, Part II	
Read: ▪ *Fountas and Pinnell, Understanding Fiction Texts ▪ *Fountas and Pinnell, Understanding Traditional Literature	Read/Bring: ▪ 1 Pourquoi book from reading list and 1 other of choice (many stories can be found online) Complete/Bring: ▪ Pourquoi Tales “What do I know?” worksheet (After Reading column)
Week 8 - March 11 ~Assessment, Part I	
Read: *Olinghouse & Santangelo (2010)	

Week 9 - March 25 ~Assessment, Part II	
Read: <ul style="list-style-type: none"> *Calfee & Miller (2013) 	Bring: <ul style="list-style-type: none"> Writing samples for Writing Assessment and Instruction Project Due: <ul style="list-style-type: none"> Personal Writing Project, Part I
Week 10- April 1 ~Sentence instruction and assessment, Part I	
Read: <ul style="list-style-type: none"> <i>Teacher's Guide to Effective Sentence Writing</i>, chapters 1-3 *[Ph.D] Smith, Cheville, & Hillocks (2006) 	
Week 11 - April 8 ~Sentence instruction and assessment, Part II	
Read: <ul style="list-style-type: none"> <i>Teacher's Guide to Effective Sentence Writing</i>, chapters 4, 5, and 7 TBD for teaching activity 	Complete/Bring: <ul style="list-style-type: none"> Teaching activity Due: <ul style="list-style-type: none"> Writing Assessment and Instruction Project, Part I
Week 12 - April 15 ~Spelling instruction and assessment	
Read: <ul style="list-style-type: none"> <i>Why Teach Spelling</i> http://www.centeroninstruction.org/files/Why%20Teach%20Spelling.pdf *Masterson & Apel (2014) 	Due: <ul style="list-style-type: none"> Application Project, Part II

Week 13 – April 22	
~Transcription instruction and assessment ~Vocabulary instruction and assessment	
Read:	Due:
<ul style="list-style-type: none"> ▪ Beck, McKeown, & Kucan (2013) ▪ Donne (2012) ▪ Graham (2010) 	<ul style="list-style-type: none"> ▪ CCSS, Writing Difficulties, and Instruction Google Doc—final (assigned standard)
Week 14- April 29	
~Building a Comprehensive Writing Program	
Read:	Due:
<ul style="list-style-type: none"> ▪ Graham & Harris (2013) ▪ Troia (2013) 	<ul style="list-style-type: none"> ▪ Personal Writing Project, Part II
Week 15 – Preliminary Date: May 6	
~Celebration of Writing	
	Bring: <ul style="list-style-type: none"> ▪ Personal Writing Project, Part II Due: <ul style="list-style-type: none"> ▪ Writing Assessment and Instruction Project, Part II ▪ Reflection

References

- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bring Words to Life: Robust Vocabulary Instruction*. New York: Guilford Press.
- Calfee, R. C., & Miller, R. G. (2013). Best practices in writing assessment for instruction. In S. Graham, C. A. MacArthur, & J. Fitzgerald (Eds.), *Best Practices in Writing Instruction, 2nd Edition* (pp. 351-377). New York: Guilford Press.
- Donne, V. (2012). Keyboard instruction for students with a disability. *The Clearinghouse*, 85, 201-206.
- Graham, S. (2010). Want to improve children's writing? Don't neglect their handwriting. *American Educator*, Winter 2009-2010, 20-40.
- Graham, S., & Harris, K. R. (2013). Designing an effective writing program. In S. Graham, C. A. MacArthur, & J. Fitzgerald (Eds.), *Best Practices in Writing Instruction, 2nd Edition* (pp. 3-25). New York: Guilford Press.
- Harris, K.R., & Graham, S. (2009). Self-regulated strategy development in writing: Premises, evolution, and the future. *British Journal of Educational Psychology Monograph Series*, 6(1), 113-135.
- Masterson, J. & Apel, K. (2014). Spelling assessment frameworks. In C. A. Stone, E. R. Silliman, B. J. Ehren, & G. P. Wallach (Eds.), *Handbook of Language and Literacy: Development and Disorders* (pp. 584-601). New York: Guilford Press.
- Olinghouse, N. G., & Santangelo, T. (2010). Assessing the writing of struggling learners. *Focus on Exceptional Children*, 43(4), 1-27.
- Santangelo, T., & Olinghouse, N. G. (2009). Effective writing instruction for students who have writing difficulties. *Focus on Exceptional Children*, 42(4), 1-20.
- Smith, M. W., Cheville, J., & Hillocks, G. (2006). "I guess I'd better watch my English" Grammars and the teaching of the English Language Arts. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (pp. 263-274). New York: Guilford Press.
- Troia, G. A. (2006). Writing instruction for students with learning disabilities. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 324-336). New York: Guilford Press.
- Troia, G. A. (2013). Writing instruction within a Response-to-Intervention framework: Prospects and challenges for elementary and secondary classrooms. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (pp. 403-427). New York: Guilford Press.

**EPSY 5123: Instructional Strategies and Adaptations for Students with Special Learning Needs
Spring 2015**

University of Connecticut, Neag School of Education
Mondays 4:00 P.M. to 6:30 P.M.

Instructor: Devin Kearns, Ph.D.

Office: Gentry 002D

Office hours: Mondays, 10:00 to 11:30 A.M; Wednesdays, 2:30 to 5:30 P.M.; by appointment

Contact information:

Email: devin.kearns@uconn.edu

Office phone: (860) 486-3985

Course description

This course focuses on methods for teaching students with mild/moderate disabilities in school settings. You will learn instructional principles and specific instructional techniques to improve the academic achievement of students with disabilities. The course has three foci. First, you will learn how to identify students with intensive intervention needs and how to design a program of instruction to address these needs. Second, you will learn how to provide explicit systematic instruction, an essential competency for teaching students with disabilities. There are multiple types of explicit lessons, and these will be learned. Third, you will learn a set of high-leverage practices that have been shown to lead to high levels of student achievement in students with disabilities. You will learn these practices.

Course goals

This course is designed to teach you the techniques needed to assure students learn critical academic skills. You will learn—and demonstrate competency in—several domains of instructional practice. There are three areas of emphasis, (1) intensive intervention, (2) explicit, systematic instruction, and (3) high-leverage practices:

- **Intensive Intervention**
 - Identify at-risk students through universal screening
 - Track the progress of at-risk students using reliable, valid progress monitoring tools
 - Determine appropriate goals for student progress and track progress toward these
 - Identify when students do not respond to general education instruction and when intensive intervention should be considered
 - Examine formal and informal sources of data about student performance to determine areas of need and to form a hypothesis about the reason students have not responded
 - Make adaptations to students' instructional programs using quantitative and qualitative changes (qualitative changes are described under high-leverage practices)
 - Monitor student response to intensive intervention using instruments appropriate for the student and the skills being targeted
- **Explicit, systematic instruction**
 - Write clear, measurable objectives with a singular focus that fit the lesson time frame
 - Design lessons to teach strategies using the I do, We do, You do sequence
 - Design lessons to teach rules and procedures
 - Design lessons to teach vocabulary
 - Write clear, concise explanations for key concepts and use them consistently
 - Use modeling techniques appropriate to the content being taught
 - Move flexibly across the phases of explicit instruction
- **High-leverage Instructional Practices**

- Organize the physical space to facilitate effective instruction
- Manage students to maintain focus
- Use multiple methods to elicit responses from students
- Choose methods of checking for understanding that maximize the number of students checked and the degree of understanding checked
- Ask questions that are appropriate to the objective, the students, and the time allotted
- Provide immediate corrective feedback using affirming, supportive techniques
- Maximize student engagement and student learning at the same time
- Use techniques to assure your instruction stays on track

Video and Student Work Process and Procedures

Participation in the course requires you to create videos of you providing instruction. This is possible because you are taking this course in conjunction with your Practicum. The following are important notes for the videos and student work.

Videos

You must secure permission from your students' parents for them to appear on film. You will receive a form for this purpose.

- Please provide copies of the signed forms to me (make sure you keep a copy also).
- When you video, assure that any student without a signed permission form does not appear in the shot. It is your responsibility to do this. The video assignment must be done again if you do not have permission for student you filmed.

You will need to have access to technology and to assure it works correctly. Some guidelines are provided here.

- You will need to secure the use of a video recording device. We will work with IT to help with this. Lack of access to a video recorder is not an excuse for failing to complete an assignment.
- Test the video equipment and quality before recording. It is important that the video and audio are clear. Advanced cell phones and tablets have recording capability, but you must check to be sure the quality is high.
- You may need to edit your video to highlight the aspect of instruction required. You will need to use a simple video editing program (e.g., Windows Movie Maker, iMovie) to do this.
- You will share some sections of your videos with the class.

Student Work

Always use a pseudonym for the student. The pseudonym should not be similar in any identifiable way to the student's real name; using initials (e.g., D.K.) is acceptable.

Redact (black out) all school documents before they leave the school. Redact the student's name from all school documents (test results, student work products) so that the name cannot be seen even when held up to the light. Black Sharpie markers are good for this. Look at all documents—particularly copies of official ones, like IEPs, over carefully to make sure you have removed all names.

Course readings

Required Textbook

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: The Guilford Press. **A&H**

Required Readings

Fuchs, D., Fuchs, L. S., & Vaughn, S. (2014). What Is Intensive Instruction and Why Is It Important? *TEACHING Exceptional Children*, 46(4), 13-18.

Hall, C., Kent, S. C., McCulley, L., Davis, A., & Wanzek, J. (2013). A New Look at Mnemonics and Graphic Organizers in the Secondary Social Studies Classroom. *TEACHING Exceptional Children*, 46, 47-55.

Kearns, D. M., Lemons, C. J., Fuchs, D., & Fuchs, L. S. (2014). Essentials of a tiered intervention system to support unique learners: Recommendations from research and practice. In: J. Mascolo, D. Flanagan, & V. Alfonso (Eds.), *Essentials of planning, selecting, and tailoring interventions for the unique learner* (pp. 56-91). Hoboken, NJ: Wiley.

Lemons, C. J., Kearns, D. M., & Davidson, K. A. (2014). Data-based individualization in reading. *Teaching Exceptional Children*, 46(4), 20-29.

Course Schedule

CL	Date	Topics	Readings due	Assignments due
1		<ul style="list-style-type: none"> • Course overview • Intensive Intervention in Context: RTI 	<ul style="list-style-type: none"> • Kearns et al. (2014) 	
2		<ul style="list-style-type: none"> • Intensive Intervention: What it is and why we need it • Cognitive planning 	<ul style="list-style-type: none"> • Fuchs et al. (2014) • A&H, Ch. 1 	Quiz 1: Intensive Intervention I do, We do, You do sequence
3		<ul style="list-style-type: none"> • Intensive Intervention: Assessment to identify students and determine needs • Writing lesson objectives 	<ul style="list-style-type: none"> • Lemons et al. (2014) 	Quiz 2: Intensive Intervention and Lesson Objectives
4		<ul style="list-style-type: none"> • Classroom management <ul style="list-style-type: none"> - Physical space - Rules, routines, procedures - Monitoring, proximity • Teaching rules and procedures 	<ul style="list-style-type: none"> • A&H, Ch. 4 and 5 	Quiz 3: Classroom Management and Rules and Procedures
5		<ul style="list-style-type: none"> • Writing lesson plans for this class • Explicit instruction sequence • Providing clear explanations 	<ul style="list-style-type: none"> • A&H, Ch.2 	Quiz 4: Explicit Instruction: How to teach vocabulary words
6		<ul style="list-style-type: none"> • Asking questions • Eliciting responses 	<ul style="list-style-type: none"> • A&H, Ch.7 	Quiz 5: Asking Questions
7		<ul style="list-style-type: none"> • Checking for understanding • Providing feedback 	<ul style="list-style-type: none"> • A&H, Ch.5 	Explicit Instruction Lesson Plan 1
8		<ul style="list-style-type: none"> • Student engagement 	<ul style="list-style-type: none"> • TBD 	Quiz/Assignment 6: Eliciting responses and checking for understanding card Video 1: Providing clear explanations
9		<ul style="list-style-type: none"> • Graphic organizers • Mnemonics 	<ul style="list-style-type: none"> • Hall et al. (2013) 	Quiz 7: Engagement and Mnemonics Revised Explicit Instruction Lesson Plan 1
10		<ul style="list-style-type: none"> • Lessons to teach vocabulary 	<ul style="list-style-type: none"> • Klingner et al. (2007), Ch. 3 • A&H, Ch. 3 	Video 2: Eliciting responses and checking for understanding
11		<ul style="list-style-type: none"> • Flexibility in lesson execution 	<ul style="list-style-type: none"> • None 	Video 3: Vocabulary Instruction
12		<ul style="list-style-type: none"> • Keeping on track 	<ul style="list-style-type: none"> • None 	Video 4: I do, We do, You do sequence with flexibility Explicit Instruction Lesson Plan 2
13		<ul style="list-style-type: none"> • Teaching study and organizational skills 	<ul style="list-style-type: none"> • A&H, Ch. 8 	Quiz 10: Study skills Revised Explicit Instruction Lesson Plan 2
14		<ul style="list-style-type: none"> • Course wrap-up • Course evaluations 	<ul style="list-style-type: none"> • None 	Complete Lesson Video

Course Assignments

Attendance, Participation, Professionalism (10 points): Attendance week's credit requires you attend each class (see policies below), Participation credit requires participating in all activities and demonstrating completion of the readings for the week. Professionalism credit requires professional conduct (see policies below).

Short videos (4 x 5 = 20 points): You will create videos that demonstrate particular areas of instruction and instructional delivery skills we have discussed in class. Each of these three videos has a different set of criteria. The rubrics for these are attached. Please refer to the video guidelines on p. 2 of this document.

Long video (12 points): You will create one final video that shows a complete lesson following the explicit instruction format. You will be evaluated on your use of the explicit instruction model and high leverage practices we have learned. The rubric for evaluation of the long video is attached. Please refer to the video guidelines on p. 2 of this document.

Explicit instruction lesson plans (2 x 15 = 30 points): You will write two lesson plans, one midway through the semester and one in preparation for your final long video. The coversheet for the lesson plan, the lesson plan itself, and the rubric for evaluation of the lesson plan are attached.

Quizzes (7 x 4 = 35 points): Quizzes evaluate your learning from class and the readings. They will consist of one or two questions to which you will provide a detailed response. Quizzes require you to apply ideas from the class session the previous day. If you miss class, you will need to use the readings, PowerPoint, and notes from classmates to complete the assignment. Expectations for quiz excellence will be presented in class. Please note that the window for completing the quizzes is from Tuesday to Friday following class. They will be available on HuskyCT. In other words, the quiz for Class 2 is related to the content presented in Class 2 and can be started on the next day, Tuesday. The last day the quiz may be completed is that Friday. **Note: Quiz 6 is a written assignment. It is due in class, not the following Friday.**

Weekly Feedback (no credit but still required):

You will go to the Suggestion Ox to provide *anonymous* feedback. Here is the web address:

<http://www.suggestionox.com/response/sknlHr>

Total: 100 points

Course Policies

- Attendance
 - You must attend *all* sessions and be on time. Attendance will be taken at the start of each session.
 - Excused absences: If you are unable to attend due to illness, family emergency, or religious observance, email me prior to class. You are permitted one excused absence. Any additional absence is considered unexcused. For religious observances, please notify me two weeks in advance.
 - Unexcused absences are absences (a) without contacting me before class or (b) that are not due to illness, family emergency, or religious observance. If you have such an absence, you will need to make up assignments with additional work. Unexcused absences reduce your final grade by 5 points.

- You are responsible for all content covered in missed sessions. Please contact a classmate for notes and announcements. You are also responsible for catching up if you are late. If you know you will be late, ask a classmate to collect materials for you.
- Participation
 - Actively participate in course discussions. This helps you better learn the material and it helps me present more effectively.
 - Participation is part of your grade. Good participation includes substantive (quality, not quantity) contributions to activities and discussions. Each week, I will note your participation.
 - If you do not understand something, please ask. Asking questions counts as participation as much as answering questions or making comments. Participation definitely does not require you to have the right answers.
- Professionalism
 - General
 - Exhibit professionalism at all times. You are education professionals, and this course is part of your professional preparation.
 - Professional behavior includes arriving to class on time, letting me know if you must leave early, staying on-task during the class, respecting the opinions of others, and coming to class prepared.
 - I hope to award full professionalism credit to every student. The policies below exist to allow me to fairly handle cases where professionalism is lacking.
 - Technology in class
 - Please do not use cell phones or smartphones (including talking and texting) during class. Put them away. Having your phone on the desk is considered unprofessional.
 - If you prefer to use a laptop to refer to readings or to take notes, you may do so.
 - However, do not surf the web or access email during class.
 - If you are frequently looking at your computer screen rather than at the class, this suggests you are using your laptop for non-class purposes. Staring at your laptop suggests unprofessional conduct and will reduce the professionalism grade.
 - It is your responsibility to keep yourself focused and engaged, so if you know that you have a habit of surfing the web when you bring a laptop to class, do not bring it.
 - Other
 - Other unprofessional behaviors include having side conversations while I am speaking or other students are speaking, returning late from breaks, and falling asleep.
 - It is my responsibility to be engaging and well-prepared; your responsibility is to keep yourself focused and on-task. Together, we will work to exemplify professionalism.
- Communication
 - Please communicate openly with me regarding your understanding of course material, assignments, and course format. The purpose of this class is to ensure that you learn a great deal about teaching students with disabilities.
 - If the goals of course are not being met, I would like to know so we can adjust things.
 - If the readings are too difficult, insufficiently helpful, or otherwise problematic, I would like to know.
 - I will give you opportunities during class to provide me with written feedback.

- Additionally, I understand that life sometimes happens and this may interfere with class – please communicate with me about special circumstances as soon as possible and always prior to the related class session and/or assignment due date. I strive to be fair and thoughtful.
- Inclement weather
 - If there appears to be a risk of inclement weather, please check alert.uconn.edu before coming to class. I will follow whatever guidance Alert UConn provides.
 - Your personal safety is of course very important, so please use your judgment about the safety of traveling to class. If you cannot come to class due to the weather (and it is not otherwise cancelled), you are still expected to turn in assignments electronically, and arrangements will be made to allow you participate electronically, likely via Google Hangout.
 - If class is cancelled due to bad weather, you are still responsible for the readings and assignments due on that day. I will post lecture slides and possibly provide an online lecture to make sure you understand the material for that day. Unless I decide otherwise, all assignments will be due as scheduled (including the weekly quizzes).
- Format of assignments
 - The assignments in our class are all completely practical. You do not need to use APA format for them. For lesson plans, I expect you will use 12 pt Times New Roman font and 1 in margins. You can single-space them. You will submit all typed assignments electronically.
 - For the lesson plans, follow the lesson plan template I will provide. Your lesson plan should be extremely detailed. A 10 page lesson plan for a 30 minute lesson plan may be necessary. The lesson design should include specific language you plan to use with students as well as all instructions you plan to give.
- Late assignments
 - Your grade is reduced by 5% (e.g., B+ → B, etc.) if the assignment is turned in late.
 - Assignments are accepted if they are turned in within two days of the due date. After two days, you receive no credit.
- Changes to the syllabus
 - Throughout the semester, circumstances may necessitate changes to the syllabus. So, the schedule of classes, and possibly assignment dates, may change. I will always describe any changes in class and elicit your feedback about them.
- My commitment to you
 - I have high expectations for you, and I also have high expectations for myself. I strive to be an effective instructor, and so the following are commitments I make to you:
 - I will model the kinds of practices I expect to see you use with your students; I will ask you do participate and demonstrate understanding in a variety of ways during the semester.
 - I value you as individuals and as contributors to the class. I want you to share your experiences as a person and a teacher that will help us understand how to teach adolescents better. I also want you to know that I care, and I hope to get to know you personally too.
 - When I lecture, I endeavor to be clear, to be concise, and to check for understanding throughout. I will almost never lecture without engaging you in an activity for more than 45 minutes, and, generally, it will be no more than 15 to 30 minutes.
 - Assignments will be practical and link to real classroom instruction.
 - I have goals for myself too. My goals reflect things that I am working to improve. I am sharing them with you because this will make me accountable to you for meeting them. I

am aware that it will be difficult to say something directly, but please use anonymous feedback on the strips to remind me if I do not seem to meet my own expectations.

- I will return assignments within two weeks, with some comments. I am trying to take less time to return assignments. I will always provide some feedback. When the feedback is limited, it is because I want to make sure you receive your assignments on time. However, you will never receive an assignment without any feedback.
- At least once this semester, I will record a lecture in advance, and you will watch it before class. Then, we will discuss the readings and focus on applying the content during class. This is a new idea I am trying, but I hope it will be exciting. I would like to do it more often, but this is new (and quite time-consuming) so I am only committing to doing it one time!
- Organize the classroom space in purposeful ways. Each week, I will ask you to work with different people, and we will rearrange the space. I am doing this to make sure that the space matches the way we will work together.
- Review assignments and expectations every week so that you are comfortable with what you are being asked to do.
- Design each class so that we rarely get out early or run out of time.

Accommodations for Students with Disabilities

If you require special education adaptations or accommodations in order for you to participate fully in the class, please let me know as soon as possible. Information on the procedures for documentation and/or services can be obtained by contacting either:

(a) The Center for Students with Disabilities (CSD)

Wilbur Cross Bldg., Room 201
 (860) 486-2020 (voice)
 (860) 486-2077 (TTD)
<http://www.csd.uconn.edu>

(b) University Programs for College Students with Learning Disabilities (UPLD)

Wilbur Cross Building, Room 204
 Phone: (860) 486-2020
 Email: csd@uconn.edu
<http://www.csd.uconn.edu>

Statement regarding Plagiarism

Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Grading Scale

A	94%+	A-	90%-93%	B+	88%-89%	
B	84%-87%	B-	80%-83%	C+	78%-79%	
C	74%-77%	C-	70%-73%	D	65%-69%	F below 65%

Grades ending in exactly 0.5 are rounded up to the next grade (e.g., 87.5 → 88).

LESSON PLAN BACKGROUND AND CONTEXT

SETTING

School:
Grade level(s)/subject:
Classroom (inclusion, resource, substantially separate):
Date:
Time of day/lesson duration:
Number of students:

FRAMEWORK

Objective: What will your student(s) be able to do by the end of the lesson?

Rationale: Why are you teaching this objective to this/these student(s)?

IEP objective(s): What objectives from student IEPs will be addressed?

State/Common Core standards: What standards will be addressed?

Prerequisite knowledge and skills: What prior knowledge and skills do student(s) need in order to successfully participate in this lesson?

Learner factors: What learner factors will impact student learning during this lesson?

Access: What accommodations and/or modifications will be provided to ensure that the student(s) can fully access and participate in all aspects of the lesson?

Materials: What instructional materials will be used during the lesson?

Instructional follow-up: What steps will you take for students who mastered, almost mastered, and did not show mastery of the skill/knowledge?

Extension: Describe what you will do to extend the lesson if the student grasps the content more quickly than anticipated. Extensions are your contingency plans if students do better than you expect.

Adjustments: Describe what you will do if the lesson appears to be too difficult for the students. Modifications, in this context, are your on-the-fly remediation activities.

EXPLICIT INSTRUCTION LESSON PLAN**OBJECTIVE:**

OPENING

Gain students' attention (A&H, p. 24):

Student-friendly statement of the lesson objective (scripted; A&H, p. 25):

Student-friendly statement of the relevance of the lesson objective (scripted; A&H, p. 25):

Review of critical prerequisite skills (A&H, pp. 26-27):

BODY OF THE EXPLICIT LESSON (The below three-step cycle may occur multiple times in a lesson (A&H, p. 38). The cycle may also occur over multiple days/lessons (A&H, p. 40).)

Clear explanation of key concept (scripted): Write the exact language you will use to convey the critical concept, rule, skill, or strategy in this lesson.

Modeling/I Do (scripted; A&H, pp. 29-32): Write the exact language you will use to show students how to show they can perform the task set by the lesson.

Criterion for moving to prompted/guided practice: How will you know that students are ready to practice with you?

Prompted or Guided Practice/We Do (A&H, pp. 32-38): Write the exact physical, verbal, and visual prompts (pp. 32-39). State how you will monitor the students' learning/performance and fade prompts (p. 38).

Criterion for moving to Unprompted Practice: How will you know that students are ready to practice on their own?

Unprompted Practice/You Do (A&H, pp. 38-39): This is different than homework or a long section of independent practice. Students should practice once on their own with checking and feedback from you.

CLOSING

Review critical content (A&H, p. 39): Remind students of the lesson objective and ask them brief questions about what they learned.

Preview the content of the next lesson (A&H, p. 39):

Assign independent work (A&H, p. 39):

STUDENT EVALUATION

Assessment plan: Describe how you will measure student mastery of the critical concept, rule, skill, or strategy in this lesson. This should be directly connected to the objective.

Criteria for mastery: Describe the specific assessment criteria (e.g., # or % correct, quality of response) for student mastery of the critical concept, rule, skill, or strategy in this lesson.

Guidelines and Rubric- Explicit Instruction Lesson Plan

Guidelines

This lesson plan is an opportunity for you to practice designing an explicit instruction lesson, using principles that have been discussed in class. The lesson plan must include all components from the lesson plan cover sheet and template. We anticipate that the lesson plan should be no more than 3-5 pages. It is expected that you script selectively at key points throughout the lesson. Lessons should also include: a) Explicit instruction techniques following Archer and Hughes' (2011) model, b) Additional content or skill-specific strategies incorporating strategies taught during class sessions, and c) Specific and appropriate (tied to objective) assessment plans with measurable criteria for mastery of skill/knowledge (meeting competency, almost meeting competency, and not meeting competency)

Background and Context

- The rationale for the objective reflects learner factors, state standards and IEP goals
- Accommodations/modifications are appropriate for the lesson and for students' needs
- The proposed materials reflect thoughtful and purposeful planning
- There is clear evidence that the current lesson builds on prerequisite knowledge and skills

Lesson Objective

- The objective is clear, singular, and measurable
- The objective aligns with the lesson's assessment
- The objective is written in student-friendly language

Opening of the Lesson

- You begin lesson with a clear statement of the lesson's goals and your expectations
- The opening communicates to students how the lesson will draw on prior knowledge
- The opening is clear and concise, but engages students in the content of the lesson

Body of the Lesson

- The lesson followed the explicit instruction format with teacher-directed modeling, guided practice including specific types of prompts, and unprompted practice that is different from independent practice and HW.
- The lesson sequence is carefully structured.
- The lesson sequence shows evidence of breaking down complex tasks into manageable steps.
- The lesson precisely describes (1) your actions, (2) your language and (3) student responses, including verbatim scripting.
- The lesson covers an appropriate amount of material (appropriate for your students and for the amount of time available for the lesson).
- The lesson reflects comprehensive knowledge of content.

Closing of the Lesson

- You remind students of the lesson objective and provide examples of brief questions you will ask about what they have learned

- You provide a preview of the content of the next lesson
- You describe what independent work you will assign to your students

Student Evaluation

- There is a clear assessment plan AND specific criteria for skill mastery; tied to objective.
- The assessment plan reflects meaningful academic outcomes
- The assessment itself is measurable!
- There is appropriate instructional follow-up (standards, skills)

Rubric

Standard	Indicator	Points (15)
Background/Context	Your lesson has a strong rationale; a number of learner-related factors are considered	/3
Lesson Objective	Your objective is clear, measurable, and singular	/2
Opening of Lesson	Your opening is clear, concise and engages students in the importance of the lesson's skill or concept	/1
Body of Lesson	The lesson followed the explicit instruction format with teacher-directed modeling, guided practice, and independent practice	/6
Closing of Lesson	Your closing summarizes the lesson and previews the next lesson	/1
Student Evaluation	You had a clear assessment plan with specific criteria tied to meaningful academic outcomes	/2

Guidelines and Rubric- Clear Explanations Video

Guidelines

Precise, concise, simple language

- Your description of the concept is correct and to the point. No extraneous details are included (that is, you do not add information that is not absolutely necessary). Your description is also correct (that is, you do not explain the concept incorrectly, either due to a lack of understanding or because you want to simplify the concept more)
- The language used is very concise. It would be hard to explain it in fewer words.
- You use vocabulary students are likely to know and academic vocabulary they have been learning throughout the year.
- The explanation may be somewhat incomplete. Although what is said is accurate, you omit some information to avoid confusing students.
- The chosen language is appropriate for the concept, makes sense (that is, the explanation does not rely on a lot of new phrases invented for this lesson), and captures key ideas with which students are familiar.
- *Optional but good to do:* The language is taken from another source, rather than invented by you. Teacher’s manuals, articles and chapters you have read for classes, and reputable websites offer language that you can use instead of coming up with language yourself. Using someone else’s language is often a smart, strategic thing to do.

Repeated use of the same language

- Following the initial explanation, subsequent explanations of the concept use the sample language—or virtually identical phrases.
- When you give examples, you use the explanation and the correct vocabulary.
- The explanation is repeated several times throughout the lesson, during the “I do” and “We do” phases of the lesson in particular.
- *Optional but good to do:* You refer to an index card or a copy of your lesson plan containing the key information that you have typed up in large print or written down. Referring to the key information is a good practice; it is a good idea to use notes during instruction as it can keep you focused on the right language and correct ideas.

Student use of language

- You use call-and-response methods to help students practice the correct language.
- When you ask individual students to explain to the class or students to turn and talk, you remind them to use the same language.
- If students use the correct language, you provide verbal or nonverbal reinforcement.
- If students use different language, you rephrase their responses to include the same language and sometimes ask them to repeat it back to you.

Rubric

Standard	Indicator	Points
Precise, concise, simple language	Your language is precise, concise, simple, and logical.	/1.5

Repeated use of language	You use the same language multiple times as you teach.	/1.5
Student use of language	You require students to use the correct language and provide reinforcement for doing so.	/1
Quality of Video	Video is under five minutes submitted appropriately.	/1

Guidelines and Rubric- Eliciting Responses Video

Guidelines

Multiple methods of eliciting responses

- You use methods of eliciting responses in which the whole class responds at once.
- You use methods of eliciting responses in which individual students give responses.
- You use some methods of eliciting responses that also are good checks for understanding.
- You use methods of eliciting responses in which the children give a non-verbal response.

Quality of implementation of methods of eliciting responses

- Your methods of are efficient in that (1) they take as little time as possible and (2) reveal as much understanding as possible (3) from as many students as possible.
- You elicit responses from students often (every couple minutes), not counting one-by-one questions (exception: the “pepper” method).
- One-by-one student responses are kept to a minimum and are used mainly for questions requiring declarative or procedural knowledge.

Student engagement

- The methods of eliciting responses appear to engage students.
 - For example, if one student is speaking, most other students attend to the speaker.
 - If a call-and-response method is used, most students respond.
- All students get to provide a response at some point during the clip shown.

Checks for understanding

- You check for understanding often, not only relying on methods of eliciting responses that are mostly for engagement.
- When checks for understanding reveal misunderstanding, you address it.
 - *Example:* You are using the “pepper” method to review concepts about ancient Rome. You ask who expanded Rome to its greatest extent. You call on Joshua, who says “Hadrian.” You say, “I agree Hadrian was emperor when Rome had reached its greatest extent. It was the emperor before him who expanded it to its greatest extent. Who was that? Marcus, can you tell us who that was?”
 - *Example:* You use response boards to have students show you regrouping with zeros in the ones place of the larger number. When students hold up their boards, 50% have incorrect responses. You repeat the “I do” model and then do a “We do” where students do one step at a time.

Rubric

Standard	Indicator	Points
Multiple Methods	You use at least four different methods.	/1
Quality of Implementation	Your methods are efficient and frequent.	/1
Student Engagement	Student engagement was high; all students responded.	/1
Checks for Understanding	You included checks for understanding and responded to misunderstanding.	/1
Quality of Video	Video is under five minutes submitted appropriately.	/1

Guidelines and Rubric- “I/We/You Do with Flexibility” Video

Guidelines

In this video we want you to demonstrate flexibility as you teach an explicit instruction lesson. Flexibility refers to appropriate decisions (i.e., based on careful monitoring of student performance) during the transitions between the I Do and We Do (A&H, p. 32), and the We Do and You Do (A&H, p. 38) parts of the instructional sequence. Examples of this flexibility may include adding a model to the I Do, skipping a type of prompt (A&H, p. 33) or fading prompts more quickly than planned during the You Do, and returning to an earlier stage if a student struggles during the You Do. You may plan one I/We/You Do cycle in a lesson, or it may be repeated several times in a lesson.

Lesson plan

Turn in an outline of the instructional sequence from the video; no more than one page.

- Your *lesson objective* describes a clear behavior/performance, is singular, and is measurable.
- Your outline of the *I/We/You Do* includes a clear progression and distinct differences across these three stages of the explicit instruction sequence.
- Your *criteria for moving on* to the next stage are specific, observable, and measurable.

Careful monitoring of student performance

- You elicit responses and provide opportunities for student performance of the critical concept, rule, skill, or strategy in this lesson.
- You check for understanding and provide feedback based on student performance.

Progression as planned through the I/We/You Do

- If student performance meets the criteria for moving on, you proceed to the next stage of the sequence in your plan.

Decision to modify the I/We/You Do

- If student performance does not meet the criteria for moving on (or meets it sooner than expected), you adapt your plan based on student need.
- The adaptation includes specific modification to the I/We/You Do sequence.
 - It may include other accommodations as well, but we are interested in your flexibility and fluency with the I/We/You Do sequence.

Rubric

Standard	Indicator	Points
Lesson Plan	The 1-page plan is written before but turned in with the video.	/1
Careful Monitoring	You assess and respond to all students’ performance of the behavior in the lesson objective.	/1
Progression as Planned	As appropriate, you progress through the plan based on student performance.	/1
Decision to Modify	As appropriate, you modify the I/We/You Do cycle based on student performance.	/1
Quality of Video	Video is under five minutes submitted appropriately.	/1

Vocabulary Lesson Rubric

Guidelines

Lesson includes the following:

1. Words selected for their relevance to the content you are teaching.
2. Clear and concise definitions for each word.
3. Examples (and, as appropriate, nonexamples) of each word
 - a. The examples highlight relevant aspects of the word as used in current text.
 - b. The examples help clarify potential confusions.
 - c. The examples are related to the text being read if this is appropriate or useful.
4. Questions that require short, simple responses and help assess students’ understanding of key aspects of the definitions.
5. A PowerPoint presentation (or some other way of illustrating the words) that you will use to introduce the words to the students.

The lesson reflects high-quality vocabulary instruction in that:

- The chosen words are useful for this text or in general.
- The rationale for choosing each word is made clear through the lesson (students know why they are being asked to learn this word).
- The definition is clear and concise. It may be incomplete (if a complete definition would be confusing) but it is not inaccurate.
- The examples are easy to understand. The students can relate to them (perhaps they draw on students’ experiences, link to cultural experiences students will have, or involve prior knowledge developed by the class). The examples might relate to the text.
- The questions are designed so that they can be answered quickly and simply but the students’ answers show that they understand the words.
- The PowerPoint presentation (or other means of presentation) is clear, easy-to-follow, and includes illustrations if appropriate (illustrations are only good if they exactly reflect the word’s meaning).
- The language used throughout is concise and clear (reflecting what we discussed in class).

Rubric

Standard	Indicator	Points
Steps Used	All of the vocabulary introduction steps are used.	/1
Good Definition and Language	The definition is clear (although possibly incomplete). Your explanations are clear, concise, and consistent (that is, you continue to return to the same language, as appropriate. It is clear you have planned the language in advance.	/1
Instructional Speed	Your instruction is brisk, such that it takes no longer than 2 or 3 minutes to introduce a single word (less than a minute would be acceptable too), but it does not seem hurried.	/1
Error Correction	You respond to errors immediately and in ways that are appropriate to the situation (whether the response is long or short) and affirming to the student.	/1
Quality of Video	Video is under five minutes submitted appropriately. You introduce at least 2 vocabulary words.	/1

University of Connecticut
Department of Educational Psychology

EPSY 5092
Literacy Supports Practicum

Course description:

Instructor: Natalie Olinghouse, Ph.D.
Office: Gentry 002D
Telephone: 860.486.6153
E-mail: natalie.olinghouse@uconn.edu
Office Hours: Tuesdays, 2-4 or by appointment
Course Location: Gentry 103
Time: Tuesdays, 6:30-9:00
Credit: 3 hours

COURSE OBJECTIVES:

As a result of this course, students will demonstrate the ability to:

- Identify and research an evidence-based literacy practice, drawing from previous Literacy Supports courses
- Develop an instructional unit targeted toward a specific literacy need for a small group of students who are at-risk for or experiencing learning difficulties
- Prepare unit and lesson plans that support students in meeting the unit/lesson learning objectives
- Design and/or select assessments to monitor progress toward and mastery of the unit/lesson learning objectives
- Deliver evidence-based instruction designed to meet the literacy needs of the targeted students
- Prepare a professional submission that demonstrates mastery of course objectives

COURSE PRODUCTS

The Literacy Supports Practicum Project is designed to integrate key course learnings from three literacy courses and practical experiences into one comprehensive project. Through this project, you will demonstrate your ability to identify specific student needs, plan and implement instruction, evaluate the effectiveness of the intervention, and plan for subsequent instruction.

REQUIRED TEXT AND MATERIALS

There are no required books for this class. A small set of readings are available on HuskyCT or via web links on the syllabus.

COURSE NORMS AND EXPECTATIONS

Due to the structure of the class, it is important that each member take responsibility for his or her role in the class. It is expected that students will arrive before the start of the class, attend class sessions weekly, be prepared to discuss the assigned readings, and bring all necessary materials for each class period.

Please turn off all electronic devices during class. Laptops are permitted in class; however, the use of a laptop for purposes unrelated to class work is prohibited and will result in a loss of privilege related to laptop use.

Questions and concerns may be handled through email, phone, or personal contact. Students may request an appointment at any time. Student emails will be answered within 24 hours of receipt, Monday through Friday. I will use your UConn email for all class correspondence. Please make sure you check this email regularly.

In case of inclement weather, please check the Weather and Emergency Closing 24 Hour telephone line: (860) 486-3768 to see if classes are canceled. When evening classes are canceled (after 5 pm), our class is also canceled.

Accommodations for Disabilities

If you require accommodations due to a documented disability, please discuss this with me at the beginning of the semester. Disability services are available through the Center for Students with Disabilities (CSD), Wilbur Cross Building, Room 201, 486-2020, or the University Program for College Students with Learning Disabilities (UPLD), Gentry, Room 003, 486-0178.

Attendance and Punctuality: Absences should be pre-arranged with the instructor if possible. Emergencies that interfere with a student's ability to meet class expectations (attendance or submission of class assignments) should be conveyed to the instructor as soon as possible.

Your active participation in class will count toward your grade because it is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, analyzing, generating ideas, making presentations, participating in peer activities, giving feedback, sharing observations and experiences, and so on. You cannot do your share if you are not *present and active*. Please make sure you call (486-6153) or email (natalie.olinghouse@uconn.edu) if you are unable to attend class. You are responsible for the content of any class you miss.

Confidentiality

Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, I expect you to use discretion. In casual conversations or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a fictitious name for the student involved. Mask the name of a student on any written or visual work shared in class or used in an assignment.

Academic Honesty and Integrity

I assume that each student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's Academic Integrity Policy: http://www.dosa.uconn.edu/student_code.html. It is the student's responsibility to be familiar with the Academic Integrity Policy.

Incidents of plagiarism and fabrication of student data are taken very seriously and will be sanctioned in accordance with university policy. Assignments violating the Academic Integrity Policy will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. Students are expected to complete all course assignments independently. The purpose of course assignments is to demonstrate your work, thoughts, and insights. Taking bits and pieces from other authors' writing and placing it in your paper shows little evidence of original thought.

Person-First Language

In keeping with the fact that students with disabilities are, first and foremost, individuals, and secondly, have a disability, references in written work should reflect this emphasis on personhood by use of the phrase “students with learning/behavioral disabilities.” If you are evaluating a student who is classified with a disability, please assure that this terminology is used in your report. Further information about person-first language can be found at:

http://www.asha.org/about/publications/journal-abstracts/submissions/person_first.htm

COURSE REQUIREMENTS

Course grades will be based on the following course assignments. Details regarding each of these assignments will be given at a later date and are available on HuskyCT. Each class will begin with a question period about upcoming readings and assignments, but students should feel free to contact me outside of class if needed.

Category	Details and Points	Due Date
Professional Behavior and Course Engagement	<i>20 points:</i> Evidence of preparing for each class session, active participation in course activities, professional behavior, timeliness in meeting course deadlines, submission of high quality drafts for feedback	Ongoing
Practicum Project*	<i>80 points</i>	Week 14

*The Literacy Supports Practicum instructor will grade the Practicum Project for the course grade. However, in order to pass the Literacy Supports Practicum, the Practicum Project must receive a grade of PASS from another Literacy Supports faculty member. Practicum Projects will be graded by the Literacy Supports Practicum instructor (course grade) and another Literacy Supports faculty member (Pass or Fail) during finals week.

Grading Scale and Final Grades: Grading expectations will be made clear prior to the due date for each assignment. I intend to provide you feedback with both comments and grades. **I do not round up to the next highest point, provide additional points, or extra credit.** It is the student’s responsibility to submit outstanding, exemplary work across all assignments in order to receive an A in this course.

94%-100%	A
90%-93%	A-
87%-89%	B+
84%-86%	B
80%-83%	B-
77%-79%	C+
77%-79%	C
70%-73%	C-
67%-69%	D+
67%-69%	D
60%-63%	D-
Below 59%	Fail

Turning in Assigned Work: Assignments are due as indicated on the course schedule, and you are responsible for knowing what the due dates are. Unless arrangements are made *in advance* of the due date, I will deduct 10% for each 24 hour period the assignment is late.

Week 1 – January 22 ~Introduction to course ~Literature Reviews	
Week 2- January 29 ~Literature Reviews ~Writing Learning Objectives	
Read: *Writing Learning Objectives PowerPoint	Bring: Laptop
Week 3 – February 5 ~Unit and Lesson Planning	
	Bring: Laptop Due: Practicum Proposal
Week 4 – February 12 ~Assessment	
Read: http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li7lk5.htm *Cooper & Kiger (2011)	Bring: Laptop Unit and lesson objectives mapping handout
Week 5– February 19 ~Peer and Instructor Review—Unit/Lesson Plans	
Sign up—send lesson plans to Natalie by February 16	Bring: 1 printed copy of Unit and Lesson Plans Laptop
Week 6 – February 26 ~Peer and Instructor Review—Unit/Lesson Plans	
Sign up—send lesson plans to Natalie by February 23	Bring: 1 printed copy of Unit and Lesson Plans Laptop

Week 7- March 5 ~No class	
Week 8 – March 12 ~Writing the Literature Review	
Read: https://www.indiana.edu/~istd/ http://www.chem.uky.edu/courses/common/plagiarism.html#Examples *Citations PowerPoint	Bring: Laptop Due: Plagiarism certificate from IU website
Week 9 – March 26 ~NO CLASS	
Week 10 – April 2 ~NO CLASS	
	Due: Literature Review-first draft (send electronically to Natalie by 6:30 p.m.)
Week 11 – April 9 ~Peer and instructor review—Literature Review	
	Bring: Practicum Project to date 1 printed copy of Literature Review Laptop
Week 12 – April 16 ~Preparing the final practicum project	
	Bring: Practicum Project to date Laptop

Week 13- April 23
~NO CLASS

Week 14- April 30
~Literacy Practicum Presentations

Due:
Practicum Project

Practicum Project PowerPoint overview (send electronically to Natalie by Monday, April 29)