

MASTER'S LEVEL PRACTICUM IN SCHOOL PSYCHOLOGY
PSYC 8970
University of Nebraska at Omaha, Fall 2020

Time & Location: Mondays 4:30-5:30, ASH 216

Zoom Link*: <https://unomaha.zoom.us/j/92869090107>

Zoom Meeting ID*: 928 6909 0107

Zoom Password*: 8970F20

*This is hybrid class with some in-person and some remote classes. Class meetings may occur via Zoom depending on university guidelines or other unique circumstances. Additionally, students who are ill or have other issues preventing in person attendance may participate via Zoom with instructor approval. More information is provided below in the "COVID-19 Pandemic Learning Plan" section.

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Office Hours: By Zoom or phone only. Please email for an appointment and I will do my best to respond promptly with a Zoom link. University health guidelines currently prohibit faculty meeting with students in our offices.

Required Course Reading:

- Vaughn, S. & Linan-Thompson, S. (2004). *Research-based methods of reading instruction*. ASCD.

Recommended Course Readings:

- Archer, A.L. & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford.
- Hunter, P.C. (2012). *It's not complicated! What I know for sure about helping our students of color become successful readers*. Scholastic.
- Joseph, L. (2015). *Understanding, assessing, and intervening on reading problems (2nd ed.)*. National Association of School Psychologists.
- Kilpatrick, D.A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Wiley.
- Kovalski, J.F., VanDerHeyden, A.M., & Shapiro, E.S. (2013). *The RTI approach to evaluating learning disabilities*. Guilford.
- Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. Basic Books.
- Wexler, N. (2020). *The knowledge gap: The hidden cause of America's broken education system-and how to fix it*. Avery.

Course Description:

This practicum course focuses on academic instruction and intervention through the lens of a three-tiered model of service delivery. As a practicum course, an applied school-based experience with academic instruction and intervention is a core component of the course. The practicum experience is supplemented with weekly class meetings to discuss current issues in academic assessment, instruction, and intervention. Students are expected to complete 3-4 hours per week of direct intervention work in schools, plus engage in additional learning opportunities for a total of 150 hours across two semesters.

This course is three total credits over the course of one academic year, with one credit taken in the fall semester and two credits taken in the spring semester. Credit hours include on site work, supervision, preparation time, and weekly class meetings. The weekly class meetings during the fall semester address reading instruction and related issues, while classes during the spring semester address math and written language. Practicum activities, however, may not necessarily focus on all three academic areas; the needs of the placement will determine school-based intervention activities.

Course Objectives:

Based on the UNO School Psychology Program's philosophy, students are trained according to NASP's domains of training and practice, plus an additional objective focusing on professional work characteristics. The bulleted items below indicate the course's learning objectives, which are closely tied to the program's training objectives.

Objective 1: Data-based Decision Making

- Students will use direct skills measures and standardized assessments to understand students' academic strengths and weaknesses.
- Students will use data to inform intervention selection.
- Students will monitor student progress with targeted skills and use data to make decisions, including modifying interventions.

Objective 2: Consultation and Collaboration

- Students will effectively share data with school staff and parents.
- Students will coordinate and collaborate with school professionals.

Objective 3: Academic Interventions and Instructional Supports

- Students will critically analyze research relevant to academic concerns of students.
- Students will use previous research and student data to inform the development and implementation of academic interventions.
- Students will select appropriate assessment, intervention, and progress monitoring methods.
- Students will use data to evaluate the effects of academic interventions.

Objective 5: School-wide Practices to Promote Learning

- Students will conduct universal screening to assist in the identification of students needing intervention.
- Students will apply effective MTSS practices in school settings.

Objective 8: Equitable Practices for Diverse Student Populations

- Students will implement interventions with culturally and linguistically diverse students.
- Students will engage in discussion about equitable and culturally sensitive practices related to academic instruction and intervention.

Objective 9: Research and Evidence-Based Practice

- Students will learn about evidence-based reading instruction and intervention practices and apply such practices to their practicum work.
- Students will critique current research on academic interventions.

Objective 10: Legal, Ethical, and Professional Practice

- Students will show knowledge of ethical principles and legal standards related to working with students in a school setting.

- Students will participate in supervision meetings to discuss practicum activities and receive feedback.

Objective 11: Professional Work Characteristics

- Students will demonstrate professional behavior at all times.
- Students will develop good rapport with student and school staff.

Class Format:

Class time will consist primarily of discussions of assigned readings. Students are responsible for all reading assignments. Please come prepared to take good notes and read the assigned chapters and articles **before** coming to class! **Please come to class with discussion points and questions about the readings because your comments and questions will guide our discussion.** As a practicum class, the majority of hours will be spent at a practicum site engaging in direct work with students (see below).

Practicum Activities:

The Master's practicum is a year-long 150-hour experience that focuses primarily on academic instruction and intervention in one or more local school districts. Students engage in a variety of activities related to reading, math, and/or writing assessment and intervention in individual and small group settings. Additionally, students will have a university seminar one hour per week to discuss field work as well as current issues in academic assessment, instruction, and intervention.

The Fall 2020 semester is focused on reading instruction and intervention. Under the direction and supervision of a school-based reading coordinator, school psychologist, or special education teacher, students may engage in practicum experiences related to:

- Conducting universal academic screening
- Participating in screening data analysis and determining student intervention needs
- Leading small group interventions using district-approved curricula
- Leading individual interventions using district-approved curricula
- Engaging in a problem solving process with a student who is not already receiving interventions or who is not responding to intervention
- Leading a classwide intervention
- Engaging in progress monitoring and intervention evaluation
- Conducting fidelity checks of interventions in progress
- Determining response to intervention and deciding when students need more intensive interventions
- Participating in building MTSS and problem solving meetings
- Sharing intervention results with classroom teachers, reading coordinators, and parents

Specific activities in which students engage will be agreed upon with the site-based coordinator, as determined by building needs and students' interests. Students are there to support the reading efforts and specific needs of the school; therefore, not all students will engage in all of these activities. However, *it is my expectation that you engage in at least 3-5 of the activities listed above over the course of the semester to ensure a meaningful practicum experience.*

Practicum Behavior:

Students must always conduct themselves in a professional and ethical manner. Speak, write, email, and present yourself professionally at all times. Remember that you represent our program when you are at a school. When engaging in practicum activities, on site or virtual, dress professionally. In most settings, business casual is acceptable. Professional dress can include for males: collared shirt, shirt and tie, dress

slacks and for females: skirts (no more than 2-3 inches above the knee), dresses, dress slacks, blazers, sweaters, blouses, professional shirts. Nonexamples of professional dress are tank tops, athletic clothes, shirts with text, flip flops, hats, jeans, short skirts, and revealing or see-through clothing. Additionally, check social media sites to ensure your pages are not publically accessible and that all postings are appropriate. You never know when a supervisor or prospective employer might look you up on social media.

NASP ethics guidelines for confidentiality must be followed. *Any identifying information applying to teachers, students, staff, and other personnel should not be included in any written documents, including logs and reports.* Ethics guidelines relating to consent, honesty, integrity, nondiscriminatory practices, maintenance of records, and using sound, evidence-based practices also apply.

Please be in regular contact with your site contact and coordinate all activities through her or him. Be punctual and cancel only under extreme circumstances. Be enthusiastic about your experiences and convey this enthusiasm when working with students. When working with students, other adults should have access to the room at all times so that you are not vulnerable to any misunderstandings or false accusations. If you want to contact a student's parents, you must do so with a certified staff member present and participating in the contact. Ensure you follow all school rules for visitor check-in and check-out. Finally, if you are ill, please do not go to practicum and be sure to notify your site contact.

Practicum Requirements/Evaluation:

This course will employ multiple opportunities for students to demonstrate their involvement in practicum and learning outcomes. A total of 200 points is available:

- **Practicum Hours Log (16% of final grade)**

You are required to keep track of all time engaged in practicum activities and turn in an hours log weekly. Logs should be uploaded to Canvas in Word format **by 9:00 am Monday of each week**, beginning **Monday Aug. 31** and ending **Monday, Dec. 14**. You should have one hours log document that you add to weekly; you do not need to create a new document every week. When recording your hours, you should record a daily log of activities (including what you did, the service recipients, time required, and personal comments) and supervision received. Provide enough detail and commentary so the instructor understands the event and can make comments when appropriate. Questions and requests for information can also be included in the log. Please do not include any identifying information on the logs. Include a running total of hours along with hours for the week. The instructor will provide feedback and respond to questions as needed. Weeks run from Monday to Sunday. A sample long entry is provided below:

Week 4: Sept. 14-20, 2020

T 9/15 : Met with RC to plan reading group. Glad to have a plan in place. (1 hour)

Th 9/17: Led 3rd grade reading group. Used *Early Interventions in Reading* program. I think it went well but 1 student was absent (1 hour)

Th 9/17: Graphed progress monitoring data from group (30 min)

Th 9/17: Met virtually with T.S. for *Road to the Code* intervention (30 min)

Th 9/17: Met with RC about intervention progress (30 min)

F 9/18: Stopped by school to check on J.B.'s intervention data. He's doing great! (30 min)

Sun 9/20: Watched NASP webinar on reading science (see summary below) (1 hour)

Weekly total: 5 hours

Cumulative total: 18 hours

Questions for the week: What is LLI and why do the teachers keep talking about it?

When completing your log, remember that 3-4 hours per week is the minimum required *on site*. Additional hours will likely be needed to reach 150 hours by the end of the school year. Additional hours could be obtained through more on-site hours, preparation for school-based activities, participating in relevant webinars or podcasts and writing a brief summary in your log, discussing cases over the phone with your site coordinator, or learning about additional interventions. As will be the case with 3rd year practicum, UNO class meetings do not count as practicum hours. Your weekly completion of hours logs is worth **32 points** towards your final grade (**2 points per week**). **Late logs will not receive full credit** (see the late assignment policy below).

- **Research Literature Review (24% of final grade)**

Select a core reading curriculum, one of the reading interventions you are using at your practicum, or another reading intervention that you want to learn more about. Conduct a literature search about the intervention using online data bases (e.g., ERIC) and/or reference lists in articles and chapters. Critically read each article you find and write a thorough review of the literature, meaning that each study you find should be critiqued, and a final judgement should be made about the quality of the intervention you chose, based on your critique. In critiquing your articles, consider participants, method, research design, outcomes, and implications. Also consider who the author is (e.g., the developer of the intervention or an independent researcher). Your literature review should be 7-10 pages. Your paper is worth **48 points** and should be uploaded to Canvas no later than **Oct. 26**.

- **Intervention Report (30% of final grade)**

Choose one of your activities involving direct intervention work with a student or group of students and write a report detailing the case. In writing your report, follow a problem solving case report model; that is, following the demographics and background section, have sections for Problem Definition (i.e., behavioral definition of the problem and discrepancy statement), Problem Analysis (i.e., hypotheses for why the problem is occurring), Plan implementation (i.e., intervention description), and Plan Evaluation (i.e., progress monitoring and outcome data). Be sure to include assessment data you used for determining intervention need, as well as information about the intervention (e.g., procedures, goal, literature support) you used. Also be sure to provide implementation integrity and outcome data (including a measure of effect size). You might find the Problem Solving Approach rubric in the Program Handbook as a useful tool for preparing your report. Remember that no identifying information should be included on your report. Your report is worth **60 points** and should be uploaded to Canvas no later than **Dec. 16th**.

Although the Intervention Report is not due until the end of the semester, you should ensure sufficient time to complete at least one intervention case from start to finish, meaning you collected and used data to define and analyze a problem, implemented an intervention, and progress monitored for several weeks. Some of your practicum work may involve assisting with ongoing or existing interventions that you have not been involved in developing. You may use one of these activities for your report as long as you can still demonstrate knowledge, understanding, and implementation of the problem solving process. We will use our mid-semester supervision time to discuss the work you are selecting for your Intervention Report. **Please do not wait until the end of the semester to get started on this report.**

- **Individual Supervision Meetings (5% of final grade)**

Supervision is an important component of any practicum experience. Your school-based contact will coordinate your activities and provide necessary instruction on procedures. However, the university supervisor will provide individual supervision time for in-depth discussion and analysis of practicum activities. Each student will meet individually with the university supervisor two times during the semester; once around mid-semester and once toward the end of the semester. Additional supervision

meetings may be requested by the student or the instructor as needed. Active participation in supervision meetings is worth **10 points** towards your final grade. Mid-semester supervision meetings will be held during the weeks of **Oct. 12, 19, & 26** and will focus on your understanding and implementation of a problem solving process. End-of-semester supervision meetings will be held during the weeks of **Nov. 30, Dec. 7, & Dec. 14** and will focus on your summative experiences over the course of the semester. There will be sign-up sheets posted on Canvas. **All individual supervision meetings will take place via Zoom.**

- **Brief Case or Activity Presentation (5% of final grade)**

You will each have 10-15 minutes during a class period to present an activity you are working on at your school. During this time, you should briefly provide some background information (e.g., how you came be involved in what you’re doing) and then talk about your work on the specific activity. Depending on when in the semester you present, you can talk about screening data, team meeting participation, data analysis, intervention development, small group implementation, individual problem solving, or intervention outcomes. The idea would be to use class time to ensure that other class members know the breadth of reading supports that go on in our schools. Presentations will be held in class on **Oct. 5, Nov. 2, and Dec. 7**. Specific assignments are listed in the schedule below. Your brief presentation is worth **10 points** towards your final grade.

- **Practicum Reflection (20% of final grade)**

Conclude the semester with a reflection on your activities in practicum. Summarize what you did. What did you learn about reading? About intervention implementation? About schools? What connections have you made between your activities and class readings and discussion? What went well in practicum? What would you do differently? What are your goals for next semester? Review Domain 3 of the NASP (2020) Practice Model. How do your activities this semester align with the activities listed in this domain? How do you see your work this semester fitting into your future role as a school psychologist? Your reflection is worth **40 points** and should be uploaded to Canvas by **Dec. 16th**.

- **Site Coordinator Evaluations**

At the end of the semester, students will ask each site coordinator to complete a brief evaluation of your work. Evaluation forms include, but are not limited to, the Professional Work Characteristics and Consultant Effectiveness Scales that are used during practicum and internship. Supervisor evaluations are not counted towards your grade but are required to be submitted by the end of the semester no later than **Dec. 18th**. If your site coordinator returns them to you, you can upload them to Canvas or deliver a hard copy to my mailbox. Otherwise, she or he can return them by email or U.S. mail.

Grading:

The following criterion-referenced grading scale will be used for determining your final grade. There are 200 points possible. To calculate your grade at any time, divide your total points by the total number of points available up to that date, and refer to the percentages/grades below:

<u>Total</u> <u>points</u>	<u>Percentage</u>	<u>Grade</u>	<u>Total</u> <u>points</u>	<u>Percentage</u>	<u>Grade</u>	<u>Total</u> <u>points</u>	<u>Percentage</u>	<u>Grade</u>
198-200	99-100%	A+	174-179	87-89%	B+	154-159	77-79%	C+
186-197	93-99%	A	166-173	83-86%	B	146-153	73-76%	C
180-185	90-92%	A-	160-165	80-82%	B-	140-145	70-72%	C-
<u>Total</u> <u>points</u>	<u>Percentage</u>	<u>Grade</u>	<u>Total</u> <u>points</u>	<u>Percentage</u>	<u>Grade</u>			

134-139	67-69%	D+	Below	Below 60%	F
126-133	63-66%	D	120		
120-125	60-62%	D-			

Notes: Final total points that include a decimal of .5 or higher will be rounded to the next highest whole number. School Psychology students must maintain at least a B average in all classes, with no grade below a C in order to remain in the program. See the Program Handbook and Graduate School policies for more information.

You will note that about 50% of your grade comes from assignments that are due at the very end of the semester. This is unavoidable due to the nature of practicum. Everyone's experiences will be different, so it is impossible to dictate when in the semester you will have accomplished various activities. If you are concerned about your progress or performance in practicum or in the class, please talk to the instructor sooner, rather than later, so we can troubleshoot and problem solve.

Course Policies:

- The general expectation is that students will be able to attend all class meetings and complete all assignments **on time**. Please notify the instructor if you need to miss class. Extensions on assignments will not be allowed unless there is a legitimate, reasonable excuse that is communicated directly to the instructor PRIOR to the due date. **Unexcused late written assignments will result in a deduction of 5% of earned points per day the assignment is late** up to a maximum of 50% of points deducted. For late hours logs (i.e., those submitted after 9:00 am Mondays, 1 point will be deducted from your weekly score and you may not count new hours until the log is submitted.
- Please DO NOT ask the instructor for his personal notes if you miss class, unless you arrange it ahead of time and have a valid reason why you cannot obtain notes from a classmate. Otherwise, it is your responsibility to obtain notes from a peer. If you have questions about those notes, once obtained, feel free to ask questions in person or via email.
- Please discontinue the use of cell phones and other portable electronic devices as soon as class begins. Phones should be TURNED OFF so as not to disturb the learning of others. In unusual circumstances when you need to have your phone available, please notify the instructor prior to class. In addition to turning off cell phones, please refrain from checking email, text messages, or social networking sites during class time. It is very distracting to the instructor and to the other students who are participating actively in the class. Sana et al. (2013) found that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content. Thus, laptops may be used for note taking only.
Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.
- General class information, announcements, and many readings will be posted online on Canvas. Any PowerPoints, assignment guidelines, and grades also will be posted on Canvas. You should check UNO email and Canvas for announcements regularly.
- There is an expectation of professionalism for this course and all your other UNO courses. This means you should arrive to class on time, stay for the entire length of class, dress professionally for practicum activities, and communicate verbally and in writing (including email) using professional language and style. Sloppy work reflects poorly on you and our program.
- Participation in class activities and discussions is encouraged and expected. Ask questions! In the event you disagree with ideas presented by others, please refrain from any negative comments. Class

members not respecting others' right to learning will be asked to leave the classroom and need to speak to the instructor before returning. You may note there is no participation grade for this course. As a graduate level class, I expect participation from all students. Please come prepared to class having read and reacted to the readings so you may fully participate in the conversation. Participating in class is practicing a vital skill for school psychologists who are expected to talk in groups, ask and answer questions, and stand up for themselves and their opinions.

- The profession of school psychology requires constant collaboration and teamwork with other professionals. As such, the school psychology program at UNO strives to create a climate of collaboration and support among faculty and students. Students are encouraged to ask questions of faculty and other students to gain input, seek clarification, and enhance understanding related to course content and other professional experiences. Specific questions or advice solicitation regarding assignment expectations, content, formatting, APA style, etc. should go directly to faculty, and not to other students or to social media sites. Students may *not* share class-related assignments, exams, projects, reports, etc. with other students or on social media without explicit permission from the course instructor. Doing so would detract from the student's ability to demonstrate his or her own understanding of course content and would limit the faculty's ability to obtain a valid evaluation of a student's knowledge and skills. Additionally, class content and requirements may change from year to year, making previous years' assignments irrelevant. Thus, it is the policy of the program that students refrain from sharing any physical or electronic copies of course materials and content (e.g., assignments, exams, projects, papers, reports) with other students or on social media. In instances where it is evident that materials have been shared, students will be consequence in accordance with the university's academic dishonesty policy.
- Academic dishonesty of any kind will not be tolerated and will be addressed in a manner consistent with the University's Academic Integrity Policy (see the School Psychology Program Manual or the UNO Student Affairs website). In accordance with this policy, consequences for engaging in behavior that goes against academic integrity will be handled on a case-by-case basis at the discretion of the instructor. Penalties may range from zero credit on the assignment, to reduced or failing course grade, to expulsion from the program. ANY instances of plagiarism or other misconduct may be reported to the Program Director, Department Chair, Dean, Assistant Vice Chancellor for Student Affairs, and the registrar. Furthermore, a record of the event will be placed in the student's graduate file. Depending on the situation, there may be consequences imposed by the School Psychology Program in addition to those imposed at the course level. Students who do not agree with the penalty decided by the instructor may follow a sequence of appeals. If you are unsure of whether or not you are committing plagiarism, or want to refresh yourself, please check the tutorial at <https://www.indiana.edu/~academy/firstPrinciples/index.html>. **Students should be aware that ALL assignments are subject to a check for plagiarism using the internet and/or plagiarism detection software. As such, students may be asked to turn in electronic AND paper copies of all assignments.**
- I wish to facilitate the learning of all students in the class. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact the ASC (Location: 104 H&K, Phone: 554-2872, TTY: 554-3799, Email: unoaccessibility@unomaha.edu) or go to the website: <https://www.unomaha.edu/student-life/accessibility/>. Use of accommodations in the classroom or in testing situations will remain confidential. Please contact Dr. McKeivitt with any special requests or accommodations. Please address any other specific issues or needs related to your performance in class to Dr. McKeivitt as soon as possible. In addition to accommodations in the classroom, the ASC helps coordinate accommodations for students with disabilities at any practicum, internship, service learning experience, or other field placement. If such accommodation is required, it will be important

to speak with an ASC representative early in the site selection process. Please make an appointment with the ASC well in advance of the placement to ensure that reasonable accommodations can be made.

- The course policies can be summed up by the following expectations:
 - Be Responsible
 - Be Professional
 - Be Academic

If you abide by these expectations, you will be successful in this class.

COVID-19 Pandemic Learning Plan:

As noted above, instruction delivery for this class is both in person and remote. Pre-determined remote class meetings are indicated in the schedule below. In the event the COVID-19 pandemic again requires in-person classes to halt, this class will move to full remote learning mode. Other circumstances, such as public school closures, illness, or quarantine, may also require this class or individual students to move to full remote learning mode. As defined by UNO, remote learning consists of meeting at our regularly scheduled time, synchronously, over Zoom. If this occurs, we will do our best to maintain the schedule below; however, some changes may need to be made depending on circumstances. Pay close attention to announcements and emails. If you, or anyone in your living arrangement, is experiencing any symptoms of COVID-19, please participate via Zoom. Please notify the instructor if this will be the case.

This semester, all students have PSYC 8530, Early Childhood Assessment, just prior to this class. If PSYC 8530 is fully remote, then it's possible that we can make this class fully remote as well to save you a trip to campus if students want to. Dr. McKeivitt will communicate with Dr. Kelly-Vance about class scheduling. Remember to please check email and Canvas regularly for announcements.

For in-class instruction, masks must be worn appropriately per CDC guidelines covering the mouth and nose. Social distancing is required for in person classes per university policies. There will be no exceptions. Please do not move desk/chairs in classrooms. Use hand sanitizers and disinfecting wipes upon entering class. Use CDC guidelines for hand washing and don't touch your face. If you have been exposed to COVID-19, please isolate and do not come to campus.

For school-based work, please follow all health requirements of your practicum site. Typical expectations will be to sign in and sign out, wear a mask, stay socially distant, and follow all building protocols.

Zoom Guidelines for Remote Participation

Have your camera on.

Find a quiet place, if possible. Sit at a desk or table.

Keep unmuted as much as possible.

Engage as you would if participating in person. Zoom is not a reason to remain quiet.

Dress as if you were coming to campus for class.

Daily Topics and Assignments:

Date:	Topics:	Readings/Assignment Due: [*Available on Canvas]
Aug. 24	Reading screening	<p>Albers, C.A. & Kettler, R.J. (2014). Best practices in universal screening. In P. Harrison & A. Thomas (Eds.). <i>Best practices in school psychology: Data-based and collaborative decision making</i> (pp. 121-131). NASP.</p> <p>*Burns, M.K, Haegele, K, & Petersen-Brown, S. (2014). Screening for early reading skills: Using data to guide resources and instruction. In R. Kettler, T. Glover, C. Albers, & Feeney-Kettler, K (Eds.). <i>Universal screening in educational settings: Evidence-based decision making for schools</i> (pp. 171-197). American Psychological Association.</p>
Aug. 31 *Class meets via Zoom for all students	The science of reading	<p>Martinez, R. (2014). Best practices in instructional strategies for reading in general education. In P. Harrison & A. Thomas (Eds.). <i>Best practices in school psychology: Student-level services</i> (pp 9-17). NASP.</p> <p>*Moats, L. (2020). <i>Teaching reading is rocket science 2020: What expert teachers of reading should know and be able to do</i>. American Federation of Teachers.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-based methods of reading instruction</i>. ASCD. Chapter 1: "Why Science Matters"</p> <p>*Hirsch, E.D. (2003). Reading comprehension requires knowledge of words and the world. <i>American Educator</i>, 27(1), 10-45.</p> <p>*Foorman, B.R. et al. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade. U.S. Department of Education.</p> <p>*What the Science Says about how Kids Learn to Read-Education Week Video</p> <p>Week 1 Log DUE 8/31</p>
Sept. 7	Labor Day-NO CLASS	Week 2 Log DUE 9/7
Sept. 14	Early literacy	<p>*Joseph, L. (2017). <i>Understanding, assessing, and intervening on reading problems (2nd ed.)</i>. Guilford. Chapter 1: "The Oral Language-Reading Connection in Young Children"</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-based methods of reading instruction</i>. ASCD. Chapter 2: "Phonemic Awareness"</p> <p>*Get Ready to Read screening tool and skill building activities.</p> <p>Week 3 Log DUE 9/14</p>
Sept. 21 *Class meets via Zoom for all students	Effective core reading instruction	<p>*Brown-Chidsey, R. & Bickford, R. (2016). <i>Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools</i>. Guilford.</p> <p>Chapter 14: "What is Effective Instruction?"</p> <p>Chapter 18: "Critical Mass: Why 80% Student Success Matters"</p> <p>*Archer, A.L. & Hughes, C.A. (2011). <i>Explicit instruction: Effective and efficient teaching</i>. Guilford. Chapter 1: Exploring the Foundations of Explicit Instruction</p> <p>*Explicit instruction videos by Anita Archer</p>

		<p>*Schwartz, S. (2019). The most popular reading programs aren't backed by science. <i>Education Week</i>, 39(15), 19-22.</p> <p>*Stockard, J., Wood, T.W., Coughlin, C., & Rasplica Khoury, C. (2018). The effectiveness of direct instruction curricula: A meta-analysis of a half century of research. <i>Review of Educational Research</i>, 88(4), 479-507.</p> <p>*Pondiscio, R. (2018). The Rodney Dangerfield of curriculum. Thomas B. Fordham Foundation.</p> <p>*Slavin, R.E. (2011). Effective reading programs for Title I schools. <i>Best Evidence Encyclopedia</i>, bestevidence.org.</p> <p>*Foorman, B.R., Smith, K.G., & Kosanovich, M.L. (2017). Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5. U.S. Department of Education, Institute for Education Sciences.</p> <p>*Shanahan, T, et al. (2010). Improving reading comprehension in kindergarten through 3rd grade. U.S. Department of Education.</p> <p>*Marchand-Martella, N.E., Martella, R.C., Modderman, S.L., Petersen, H.M., & Pan, S. (2013). Key areas of effective adolescent literacy programs. <i>Education and Treatment of Children</i>, 36(1), 161-184.</p> <p>Week 4 Log DUE 9/21</p>
Sept. 28 *Class meets via Zoom for all students	Reading wars	<p>*What is Guided Reading? Website and video</p> <p>*Will, M. (2019). Will the science of reading catch on in teacher prep? <i>Education Week</i>, 39(15), 23-26.</p> <p>*Castles, A., Rastle, K, & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. <i>Psychological Science in the Public Interest</i>, 19(1), 5-51.</p> <p>*Gentry, J.R (2018). Bridging the gap between science and poor reading in America. <i>Psychology Today</i>.</p> <p>*Denton, C.A., Fletcher, J.M., Taylor, W.P., Barth, A.E., & Vaughn, S. (2014). An experimental evaluation of guided reading and explicit interventions for primary-grade students at-risk for reading difficulties. <i>Journal of Research on Educational Effectiveness</i>, 7(3), 268-293.</p> <p>Week 5 Log DUE 9/20</p>
Oct. 5	Case/activity presentations: Sarah, Bret, Catie, Gabby	Week 6 Log DUE 10/5
Oct. 12 *Class meets via Zoom for all students	Supplemental and intensive reading instruction in an RTI/MTSS framework	<p>* Kovalski, J.F., VanDerHeyden, A.M., & Shapiro, E.S. (2013). <i>The RTI approach to evaluating learning disabilities</i>. Guilford. Chapter 2: Implementing RTI as School Reform</p> <p>*Gersten, R. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. U.S. Department of Education.</p> <p>*Moats, L. (2017). Can prevailing approaches to reading instruction accomplish the goals of RTI? <i>Perspectives on Language and Literacy</i>, 43(3), 15-22.</p> <p>Week 7 Log DUE 10/12 Supervision meetings this week</p>
Oct. 19	Fall Break-NO CLASS	Week 8 Log DUE 10/19 Supervision meetings this week

Oct. 26	Supplemental reading instruction: techniques	<p>Joseph, L. (2014). Best practices on interventions for students with reading problems. In P. Harrison & A. Thomas (Eds.). <i>Best practices in school psychology: Student-level services</i> (pp. 97-113). NASP.</p> <p>*Shapiro, E.S. (2011). <i>Academic skills problems: Direct assessment and intervention</i>. Guilford. Chapter 6 pp. 212-236</p> <p>*Burns, M.K., Riley-Tillman, T.C., & Rathvon, N. (2017). <i>Effective school interventions: Evidence-based strategies for improving school outcomes</i>. Guilford. Chapter 4 pp. 114-150</p> <p>*D'Agostino, J.V., Lose, M.K., & Kelly, R.H. (2017). Examining the sustained effects of Reading Recovery. <i>Journal of Education for Students Placed at Risk</i>, 22(2), 116-127.</p> <p>*Leveled Literacy Intervention (LLI) website</p> <p>*What Works Clearinghouse website-Literacy</p> <p>Week 9 Log DUE 10/26 Research Literature Review DUE 10/26 Supervision meetings this week</p>
Nov. 2	Case/activity presentations: Keshia, Birdi, Sydney, Mari	<p>Week 10 Log DUE 11/2</p>
Nov. 9	Problem analysis for academic interventions: CBE & BEA	<p>Howell, K.W. & Hosp, J.L. (2014). Best practices in curriculum-based evaluation. In P. Harrison & A. Thomas (Eds.). <i>Best practices in school psychology: Data-based and collaborative decision making</i> (pp. 159-170). NASP.</p> <p>Hosp, M.K., & MacConnell, K.L. (2014). Best practices in curriculum-based evaluation in early reading. In P. Harrison & A. Thomas (Eds.). <i>Best practices in school psychology: Data-based and collaborative decision making</i> (pp. 171-186). NASP.</p> <p>*Daly, E. J., III, Bonfiglio, C. M., Mattson, T., Persampieri, M., & Foreman-Yates, K. (2006). Refining the experimental analysis of academic skills deficits: Part II. Use of brief experimental analysis to evaluate reading fluency treatments. <i>Journal of Applied Behavior Analysis</i>, 39, 323-331.</p> <p>*Daly, E. J., III, Persampieri, M., McCurdy, M., & Gortmaker, V. (2005). Generating reading interventions through experimental analysis of academic skills: Demonstration and empirical evaluation. <i>School Psychology Review</i>, 34, 395-414.</p> <p>*Daly, E. J., III, Witt, J. C., Martens, B. K., & Dool, E. J. (1997). A model for conducting a functional analysis of academic performance problems. <i>School Psychology Review</i>, 26, 554-564.</p> <p>Week 11 Log DUE 11/9</p>
Nov. 16	Intensive reading intervention: techniques	<p>Burns, M.K., VanDerHeyden, A.M., & Zaslofsky, A.F. (2014). Best practices in delivering intensive academic interventions with a skill-by-treatment interaction. In P. Harrison & A. Thomas (Eds.). <i>Best practices in school psychology: Student-level services</i> (pp. 129-141). NASP.</p> <p>*Joseph, L. (2017). <i>Understanding, assessing, and intervening on reading problems (2nd ed.)</i>. Guilford. Chapter 6: Word Reading Interventions Chapter 7: Reading Comprehension and Vocabulary Interventions</p>

		<p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-based methods of reading instruction</i>. ASCD. Chapter 3: Phonics and Word Study Chapter 4: Fluency Chapter 5: Vocabulary Chapter 6: Comprehension</p> <p>*Begeny, J. C., Krouse, H. E., Ross, S. G., & Mitchell, R. C. (2009). Increasing elementary-aged students' reading fluency with small-group interventions: A comparison of repeated reading, listening passage preview, and listening only strategies. <i>Journal of Behavioral Education, 18</i>(3), 211–228.</p> <p>Week 12 Log DUE 11/16</p>
Nov. 23 *Class meets via Zoom for all students	Intensive reading intervention: programs (cont.)	<p>*List of programs with website links (Univ. of Michigan) *Reading Intervention Programs: A Comparative Chart (ReadingRockets.org) *Corrective Reading example lesson video *Early Interventions in Reading video</p> <p>Week 13 Log DUE 11/23</p>
Nov. 30	Diversity issues in reading instruction and intervention	<p>*Hart, B. & Risley, T.R. (2003). The early catastrophe: The 30 million word gap. <i>American Educator, 27</i>(1), 4-9. *Pondiscio, R. (2019). The making of an edu-myth: The 30-million-word gap has not been “debunked.” Thomas B. Fordham Foundation. *Hunter, P.C. (2012). <i>It's not complicated! What I know for sure about helping our students of color become successful readers</i>. Scholastic. Chapter 4: “Around the Clock Oral Language and Bedtime Stories can Prevent the 30 Million Word Gap” *Walsh, K. (2019). Getting at the root of the school to prison pipeline. National Council on Teacher Quality. *Joseph, L. (2017). <i>Understanding, assessing, and intervening on reading problems (2nd ed.)</i>. Guilford. Chapter 8: “Addressing the Needs of English Language Learners with Reading Problems” *Gersten, R. et al. (2007). Effective literacy and English Language Instruction for English learners in the elementary grades. U.S. Department of Education.</p> <p>Week 14 Log DUE 11/30 Supervision meetings this week</p>
Dec. 7	Case/activity presentations: April, Maddie G., Desmond, Madison H., Bri	<p>Week 15 Log DUE 12/7 Supervision meetings this week</p>
Dec. 14-18	Finals week-no class meeting	<p>Week 16 Log DUE 12/14 Intervention Report DUE 12/16 Practicum Reflection DUE 12/16 Site Coordinator Evaluations DUE 12/18 Supervision meetings this week</p>

Note. This syllabus is subject to mid-course revisions. The timing and implementation of changes will be negotiated as a class; however, the instructor reserves the right to make the final decision regarding any mid-course modifications.

Possible Spring Topics

Core/supplemental/intensive math instruction

Core/supplemental/intensive writing instruction

Spelling

Math and writing screening

Using MTSS interventions for SLD identification

Goal setting, progress monitoring, intervention integrity

Home-school-collaboration

State standards and accountability testing