



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Specially Designed Reading Instruction

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

COURSE DESCRIPTION:

Specially Designed Reading Instruction will provide participants with an overview of Specially Designed Instruction and the research behind it. Course research topics will include an exploration of the components of Specially Designed Reading Instruction and packaged curriculums along with the research on each curriculum. Participants will learn to design Specially Designed Instruction in the area of reading. They will learn methodologies and instructional sequences for increased student achievement. Recent research including best practices in reading instruction and assessments in reading will be reviewed in terms of its application to teaching and learning. Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Critique current research and theories on Specially Designed Instruction.
2. Define, critique, and implement the current research, theories, and concepts of Specially Designed Reading Instruction.
3. Critique and implement current research and theories on the teaching of reading.

INSTRUCTIONAL OBJECTIVES:

1. Design Specially Designed Reading Instruction.
2. Critique Specially Designed Reading Instruction.
3. Design and implement Specially Designed Reading Instruction.
4. Evaluate, determine, and apply the techniques of Specially Designed Reading Instruction.
5. Select, based upon criteria, and implement best instructional practices in teaching reading.

6. Design and implement assessment in Specially Designed Reading Instruction.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Haft, S. L., Myers, C. A., & Hoeft, F. (2016). Socio-Emotional and Cognitive Resilience in Children with Reading Disabilities. *Current opinion in behavioral sciences*, 10, 133–141. doi:10.1016/j.cobeha.2016.06.005

Riccomini, Paul & Morano, Stephanie & Hughes, Charles. (2017). Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction. *TEACHING Exceptional Children*. 50. 004005991772441. 10.1177/0040059917724412.

Snowling M. J. (2013). Early identification and interventions for dyslexia: a contemporary view. *Journal of research in special educational needs : JORSEN*, 13(1), 7–14. doi:10.1111/j.1471-3802.2012.01262.x

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?

One Page Response Journals Rubric (Online Response Journal Rubric)

Article Content has been incorporated: journal response is mindful of article's content (25 pts)

Reflection: journal response demonstrates participant's reaction to the article's content (25 pts)

Course Concepts have been integrated: journal response is reflective of course content (25 pts)

Journal Requirements have been met: journal response is a minimum of one page (25 pts)

2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.

Online Discussions Rubric (Discussion Board Rubric)

Discussion Content: discussion post is reflective of assignment week's topic AND discussion post contributes meaningfully to the discussion and participant learning (50 pts)

Discussion Requirements: discussion post is a response, question, story, or reflection to assigned week's topic AND participant posted at least one post to assigned week's discussion board (50 pts)

3. **Final Assignment:** For the final assignment, participants will design a specially designed instructional lesson plan in the area of reading that will target a special education student's IEP reading goals and/or objectives. The participant can use a real or fictitious student's goal(s) and/or objective(s). Student names should be changed to protect privacy. A template will be provided for a specially designed instructional lesson plan in the area of reading.

Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements and Rubric:

- All required elements of the provided specially designed instructional lesson plan in the area of reading template have been met (30 pts)
- Course content has been integrated into the lesson plan (20 pts)
- Specially Designed Instruction correlates to the attainment of stated student IEP goal(s) and/or objective(s) (30 pts)
- Reading instruction is rooted in recent research (20 pts)

TESTING AND GRADING:

- 35% Written assignments (response journals)
- 25% Online discussions
- 40% Final Assignment

Grading Scale-Graduate:

A 94-100 (4.0); A- 90-93 (3.7); B+ 87-89 (3.3); B 84-86 (3.0); B- 80-83 (2.7); C+ 77-79 (2.3); C 74-76 (2.0); C- 70-73 (1.7); F 69 or below (0.0)

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the Academic Integrity Policy.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Topics Covered:
 - Specially Designed Instruction

Assignments

Discussion Post.

Week Two

- Topics Covered:
 - Specially Designed Reading Instruction
 - Definition
 - Research

Required Readings

Riccomini, Paul & Morano, Stephanie & Hughes, Charles. (2017). Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction. TEACHING Exceptional Children. 50. 004005991772441. 10.1177/0040059917724412.

Other Assignments

One Page Written Response.

Week Three

- Topics Covered:
 - Components of Research-Based Reading Programs

Required Readings

Haft, S. L., Myers, C. A., & Hoefl, F. (2016). Socio-Emotional and Cognitive Resilience in Children with Reading Disabilities. *Current opinion in behavioral sciences*, 10, 133–141. doi:10.1016/j.cobeha.2016.06.005

Other Assignments

One Page Written Response.

Week Four

- Topics Covered:
 - Reinventing Research-Based Packaged Curriculums to Meet Student Needs

Required Readings

Snowling M. J. (2013). Early identification and interventions for dyslexia: a contemporary view. *Journal of research in special educational needs : JORSEN*, 13(1), 7–14. doi:10.1111/j.1471-3802.2012.01262.x

Other Assignments

One Page Written Response.

Week Five

- Topics Covered:
 - Designing Specially Designed Reading Instruction

Other Assignment

Discussion Post.

Week Six

- Topics Covered:
 - Assessment in Specially Designed Reading Instruction

Assignment

Final Assignment.

* *Syllabus is subject to change.*

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<p><u>Week One</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Assessment in Schools ○ Assessment in Classrooms ○ Types of Assessment <p>Assignments Discussion Post.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p><u>Week Two</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Progress Monitoring Assessments <p>Required Readings Burke, K. (2010). Formative Assessment Tools: Real Time and Real Fast, Balanced Assessment: From Formative to Summative (pp. 119-140). Bloomington, IN: Solution Tree Press.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p><u>Week Three</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Benchmark Assessments <p>Required Readings Tomlinson, C.A., Moon, T., & Imbeau, M.B. Assessment and Student Success in a Differentiated Classroom White Paper. ASCD Professional Learning Services, 2015. http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p><u>Week Four</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Reinventing Research-Based Packaged Curriculums to Meet Student Needs <p>Required Readings Snowling M. J. (2013). Early identification and interventions for dyslexia: a contemporary view. <i>Journal of research in special educational needs : JORSEN</i>, 13(1), 7–14. doi:10.1111/j.1471-3802.2012.01262.x</p> <p>Other Assignments</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>

One Page Written Response.		
Week Five <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Data Analysis Other Assignment Discussion Post.	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
Week Six <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Intervention and Instructional Planning Assignment Final Assignment.	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
	*hrs are estimates	Total 135 hours