



**The Learning Tree Professional Development Network, LLC**  
Course Syllabus

**Course Title:** Designing Effective Reading Interventions

**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:**

The course, Designing Effective Reading Interventions, will develop participant understanding of the science of teaching reading and teach participants how to use this knowledge to design effective, best-practice reading interventions for students. Course participants will develop an understanding of how the brain learns to read and will learn how to translate reading research into practice, use assessment to identify Tier Two and Tier Three students, and design effective reading interventions for struggling learners. The teaching of phonological awareness, decoding, encoding, fluency, vocabulary, reading comprehension, and listening comprehension will be included in the design of effective reading interventions. Participants will also gain an understanding of how students are determined eligible for Special Education services and identified as having a Specific Learning Disability in the area of Reading.

Course Prerequisites: None

**LEARNING GOALS:**

1. Discuss, evaluate, and interpret recent research on the neuroscience of learning to read for struggling learners (Tier Two and Tier Three students).
2. Apply the principles of recent research on the neuroscience of learning to read to instructional teaching practices for struggling learners (Tier Two and Tier Three students).
3. Develop a framework, based on research, for the implementation of effective reading interventions for Tier Two and Tier Three students.
4. Select, implement, and evaluate reading assessments of Tier Two and Tier Three students for instructional planning.
5. Understand the components of and be able to apply skills, strategies, interventions and modifications to the teaching of reading for Tier Two and Tier Three students.

## **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:**

Lyon, G.R. & Chhabra, V. (March 2004). The Science of Reading Research. Rooted in Reading. Educational Leadership (61) Alexandria, VA: ASCD.

Gabriel, R. (July/August 2020). The Future of the Science of Reading. International Literacy Association (74). doi:10.1002/trtr.1924

Wexler, N. (August 2019). Elementary Education Has Gone Terribly Wrong. The Atlantic. <https://www.theatlantic.com/magazine/archive/2019/08/the-radical-case-for-teaching-kids-stuff/592765/>

## **EVALUATION METHODS:**

1. **One Page Response Journals:** Some weeks 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:** Some weeks participants will be asked to post to an Online Discussion Board about the week or previous weeks' topics. 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 develop a reading intervention for a student of choice, using the provided template. Participants' interventions should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

### **Designing Effective Reading Interventions Final Assignment Rubric:**

-Intervention Plan includes all required elements as outlined on provided template (15 points)

-Intervention plan identifies current reading assessment data (5 points)

-Intervention plan identifies an instructional plan that targets lagging skills identified in the assessment data (25 points)

-Intervention plan includes a rationale for the identified instructional plan, based upon data and research-based information gained from course content, materials, and discussion (45 points)

-Intervention plan includes assessment(s) matched to the instructional goals (10 points)

### **TESTING AND GRADING:**

- 40% Written assignments (response journals)
- 20% Online discussions
- 40% Final Assignment

Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

### **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. Please see your respective course syllabi for information on how to complete this process. If you are registered for PDPs or CEUs, please contact The Learning Tree PDN at [learningtreepdn@gmail.com](mailto:learningtreepdn@gmail.com). Instructors will then be notified directly from the Accessibility Services Office of any approved academic accommodations including extended time eligibility.

### **Academic Integrity Statement**

Students are required to abide by the *Academic Integrity Policy*.

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform The Learning Tree PDN prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and The Learning Tree PDN. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to The Learning Tree PDN.

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:
  - Translating Reading Research into Educator Understanding
    - How Students Learn to Read
    - Identification Assessment Framework of Tier Two and Tier Three Students

### **Weekly Assignment**

Discussion Post

### **Week Two**

- Topics Covered:
  - Designing Effective Reading Interventions (based on assessment)

### **Weekly Assignment**

#### **Required Reading**

Lyon, G.R. & Chhabra, V. (March 2004). The Science of Reading Research. Rooted in Reading. Educational Leadership (61) Alexandria, VA: ASCD.

### **Other Assignment**

One Page Written Response.

### **Week Three**

- Topics Covered:
  - Effective Reading Interventions: Phonological Awareness
    - Understanding
    - Assessment
    - Instruction

### **Weekly Assignment**

#### **Required Reading**

Wexler, N. (August 2019). Elementary Education Has Gone Terribly Wrong. The Atlantic.

<https://www.theatlantic.com/magazine/archive/2019/08/the-radical-case-for-teaching-kids-stuff/592765/>

### **Other Assignment**

One Page Written Response.

### **Week Four**

- Topics Covered:
  - Effective Reading Interventions: Decoding
    - Understanding
    - Assessment
    - Instruction
  - Effective Reading Interventions: Encoding

- Understanding
- Assessment
- Instruction

**Weekly Assignment**

**Required Reading**

Gabriel, R. (July/August 2020). The Future of the Science of Reading. International Literacy Association (74). doi:10.1002/trtr.1924

**Other Assignment**

One Page Written Response.

**Week Five**

- Topics Covered:
  - o Effective Reading Interventions: Reading Fluency
    - Understanding
    - Assessment
    - Instruction
  - o Effective Reading Interventions: Vocabulary
    - Understanding
    - Assessment
    - Instruction
  - o Effective Reading Interventions: Reading Comprehension
    - Understanding
    - Assessment
    - Instruction
  - o Effective Reading Interventions: Listening Comprehension
    - Understanding
    - Assessment
    - Instruction

**Weekly Assignment**

Discussion Post

**Week Six**

- Topics Covered:
  - o Identification of a Specific Learning Disability in Reading

**Assignments**

Final Assignment.

*\* Syllabus is subject to change.*

**TOPICAL OUTLINE**

Instructional Activity	Description of Activity	Time Spent
<p><b><u>Week One</u></b></p> <ul style="list-style-type: none"> <li>• Topics Covered:               <ul style="list-style-type: none"> <li>o Translating Reading Research into Educator Understanding                   <ul style="list-style-type: none"> <li>▪ How Students Learn to Read</li> </ul> </li> </ul> </li> </ul>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs),</p>	<p>22.5</p>

<ul style="list-style-type: none"> <li>▪ Identification Assessment Framework of Tier Two and Tier Three Students</li> </ul> <p><b>Weekly Assignment</b> Discussion Post</p>	<p>Discussion Board (4 hrs), Written Response (3 hrs)*</p>	
<p><b><u>Week Two</u></b></p> <ul style="list-style-type: none"> <li>• Topics Covered: <ul style="list-style-type: none"> <li>o Designing Effective Reading Interventions (based on assessment)</li> </ul> </li> </ul> <p><b>Weekly Assignment</b> <b>Required Reading</b> Lyon, G.R. &amp; Chhabra, V. (March 2004). The Science of Reading Research. Rooted in Reading. Educational Leadership (61) Alexandria, VA: ASCD.</p> <p><b>Other Assignment</b> 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><b><u>Week Three</u></b></p> <ul style="list-style-type: none"> <li>• Topics Covered: <ul style="list-style-type: none"> <li>o Effective Reading Interventions: Phonological Awareness <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul> </li> </ul> </li> </ul> <p><b>Weekly Assignment</b> <b>Required Reading</b> Wexler, N. (August 2019). Elementary Education Has Gone Terribly Wrong. The Atlantic. <a href="https://www.theatlantic.com/magazine/archive/2019/08/the-radical-case-for-teaching-kids-stuff/592765/">https://www.theatlantic.com/magazine/archive/2019/08/the-radical-case-for-teaching-kids-stuff/592765/</a></p> <p><b>Other Assignment</b> 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><b><u>Week Four</u></b></p> <ul style="list-style-type: none"> <li>• Topics Covered: <ul style="list-style-type: none"> <li>o Effective Reading Interventions: Decoding <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul> </li> <li>o Effective Reading Interventions: Encoding <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul> </li> </ul> </li> </ul> <p><b>Weekly Assignment</b></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><b>Required Reading</b> Gabriel, R. (July/August 2020). The Future of the Science of Reading. International Literacy Association (74). doi:10.1002/trtr.1924</p> <p><b>Other Assignment</b> One Page Written Response.</p>		
<p><b>Week Five</b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Effective Reading Interventions: Reading Fluency <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul> </li> <li>○ Effective Reading Interventions: Vocabulary <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul> </li> <li>○ Effective Reading Interventions: Reading Comprehension <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul> </li> <li>○ Effective Reading Interventions: Listening Comprehension <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul> </li> </ul> </li> </ul> <p><b>Weekly Assignment</b> 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><b>Week Six</b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Identification of a Specific Learning Disability in Reading</li> </ul> </li> </ul> <p><b>Assignments</b> Final Assignment.</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>*hrs are estimates</p>	<p>Total 135 hours</p>