Course Description
This course emphasizes the selection and administration of appropriate reading assessments for all students. Particular focus is given to the role and use of reading assessment for planning, designing, and adjusting instruction to promote literary learning for all learners.

Rationale
This course emphasizes the selection and administration of appropriate reading assessments including how to assess on an ongoing basis and how to use assessment results to design, inform, and adjust instruction to promote literacy for all learners.

State Adopted Proficiencies
1. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. The teacher responds appropriately to diverse groups of learners.

4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. The teacher, as a reflective practitioner dedicated to all students' success demonstrates
a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

**Competencies Addressed in the Course**

A. TExES competencies – not applicable

B. Master Reading Teacher Competencies

**From Standard I of the Master Reading Teacher Standards.** The MRT will apply knowledge of the interrelated components of reading across all developmental stages and will:

**Oral Language**
- know when student delays or differences in oral language development warrant in-depth evaluation and additional help of intervention

**Phonological and Phonemic Awareness**
- know when student delays or differences in phonological and phonemic awareness warrant additional assessment, evaluation, and intervention.

**Alphabetic Principle**
- know when student delays or differences in developing an understanding of and ability to apply the alphabetic principle warrant in-depth evaluation and additional help or intervention.

**Word Analysis**
- know when student delays or differences in the development of word analysis skills warrant in-depth evaluation and additional intervention.

**Fluency**
- know when student delays or differences in reading fluency warrant in-depth evaluation and additional intervention.

**Comprehension and Vocabulary**
- know when student delays or differences in the development of comprehension skills and/or vocabulary warrant in-depth evaluation and additional intervention.

**Written Language and Concepts of Print and Spelling**
- know when student delays or differences in writing development warrant in-depth evaluation and additional intervention.

**From Standard II of the Master Reading Teacher Standards.** The MRT will select and administer appropriate reading assessments on an ongoing basis and use the results to design, inform, and adjust instruction to promote literacy. The MRT will:
- know the reciprocal nature of assessment, planning, and instruction.
- know characteristics and uses of types of reading assessment, including screening, in-depth assessment, continuous progress monitoring, and summative evaluation,
for each of the components as listed above in Standard I.

- know assessment-related issues including bias, reliability, and validity.
- know about state and federal laws related to reading assessment and diagnosis.

**From Standard V of the Master Reading Teacher Standards.** The MRT will apply knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy. The MRT will:

- know characteristics and implications of reading difficulties, dyslexia, and reading disabilities in relation to the development of reading competence.
- know how to distinguish between typical patterns of reading development and reading difficulties, dyslexia, and reading disabilities.
- know common patterns of reading development in students with reading difficulties, dyslexia, and reading disabilities.
- know convergent research about best practices for providing instruction to students experiencing reading difficulties, dyslexia, and reading disabilities and its significance for prevention and intervention strategies for students.
- know about state and federal laws regarding assessment and provision of services for students with reading difficulties, dyslexia, and reading disabilities.
- know procedures for gathering and analyzing assessment data for students with reading difficulties, dyslexia, and reading disabilities, and when to seek assistance from a specialist.
- know procedures for monitoring and evaluation the effectiveness of an intervention, planning additional intervention, and determining when/if placement in a reading program is appropriate.
- know instructional intervention and strategies that have research support for their use in enhancing the literacy of student with reading difficulties, dyslexia, and reading disabilities.

**From Standard VI of the Master Reading Teacher Standards.** The MRT will communicate and collaborate with all stakeholders and will:

Mentoring, Coaching, and Consultation

- know skills and strategies for mentoring, coaching, and consultation in the development, implementation, and evaluation of an effective reading program.
- know differences between consultation and supervision.
- know strategies for facilitating positive change in instructional practices through mentoring, coaching, and consultation.

Professional Development for Faculty

- know learning processes and procedures for facilitating adult learning.
- know strategies for facilitating positive change in instructional practices through professional development.
- know models and features of effective professional development programs that promote sustained application in classroom practice including demonstration, modeling, guided practice, feedback, coaching, and follow-up.
Course Objectives
In this course, students will be able to:

- Identify commercial and informal assessments related to one of the major Master Reading Teacher components in order to choose among these when assessing students in the classroom.
- Use information learned in order to analyze a student’s reading profile based on multiple assessments, construct a plan of instruction, and explain the assessments and instructional plan to another reading professional.
- Describe the nature of literacy coaching.

Course Topics
- Informal Reading Inventories
- Miscue Analysis
- Running Records
- The Assessment of Reading Comprehension and Vocabulary
- The Assessment of Word Analysis Skills
- Reliability and Validity in Assessment
- Formal and Informal Measurement of Reading
- Authentic Assessment
- Assessing the Language Arts Skills and Creating Instructional Strategies to Enhance Learning
- Issues of Dyslexia, Reading Disabilities, and Reading Difficulties
- Opportunities for strengthening a reader's ability

Instructional Methods and Activities
- Traditional experiences (lecture, discussion, demonstration)
- Clinical Experiences (simulations, cooperative groups, student demonstrations and presentations)

Evaluation and Grade Assignment
A. Identifying Assessments: Written Report
1. Research the topic(s) in your focus area. Prepare a 750-1000 word paper on your focus area. Discuss the importance of your topic(s) and issues related to assessing the topic(s). You must have a minimum of five sources. Your paper must follow APA format for citations and references.
2. Identify commercial and informal assessments related to one of the major Master Reading Teacher components. Students will be assigned individually, or in groups, to research commercial and informal assessments in one or more MRT reading areas.
   Focus area 1: Oral language, concepts of print
Focus area 2: Phonemic awareness, alphabetic principle, phonological awareness, fluency.
Focus area 3: Word analysis, sight vocabulary
Focus area 4: Comprehension, Vocabulary
Focus area 5: Writing, spelling
(Details on Assignment Section of Blackboard.)

B. Identifying Assessment: Oral Report
You will present an oral report to the class about the topics and issues of your Focus Area. You will use a PowerPoint or Prezi to share your information.
(Details on Assignment Section of Blackboard.)

C. Portfolio
Assemble a portfolio of assessments for professional use.
Students will prepare information sheets for the reading areas they research.
Information will be presented in a standard format to be shared with other class members. (Details on Assignment Section of BlackBoard.)

D. Assessment-Instruction Demonstration
Analyze a student’s reading profile based on multiple assessments, construct a plan or instruction, and explain the assessments and instructional plan to another reading professional. This will be reported via a video file.
Students will interpret a student’s strengths and difficulties based on a model student profile. Students will develop an instructional program based on the profile.
Students will then explain the profile and the course of instruction to another classmate. (Details on Assignment Section of BlackBoard.)

E. Literacy Coaching Paper
Write a paper on the nature of literacy coaching.
Students will research responsibilities of literacy coaches and issues related to coaching. Students will present their findings in a well-developed, properly resourced paper. (Details on Assignment Section of BlackBoard.)

F. Quiz
Students will complete a quiz on to terminology and issues related to formal and informal assessments. (Details on Assignment Section of BlackBoard.)

Note: This course will be managed via Blackboard; assignments and course content will be shared on Blackboard.

Criteria for Grades

<table>
<thead>
<tr>
<th>Identifying Assessments: Written Report</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying Assessments: Oral Report</td>
<td>100</td>
</tr>
<tr>
<td>Portfolio</td>
<td>150</td>
</tr>
<tr>
<td>Assessment/Instruction Demonstration</td>
<td>150</td>
</tr>
<tr>
<td>Literacy Coaching Paper</td>
<td>100</td>
</tr>
<tr>
<td>Quiz</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>620 points</td>
</tr>
</tbody>
</table>
Preferred methods of scholarly citations

Required Textbook

Recommended Resources
Walpole, S., & McKenna, M. C. (2006). The role of informal reading inventories in
readers really need. In *Preparing reading professionals* (pp. 244-255). Newark,
DE: International Reading Association.
Yopp, H. K., & Yopp, R. H. (2002). Supporting phonemic awareness development in the
classroom. *The Reading Teacher, 54*(2), 130-143.

**Tentative Class Schedule**
*This will be available and posted on Blackboard on June 14, 2015.
*This course is a blended course (50-84% online).

**Class attendance and participation:**
Due to the nature of this course, active student participation is essential to overall
successful class performance. It is not enough to rely on others’ notes to make up for
class activities and experiences. If you are absent, ask a classmate for his or her notes.
However, if you have a question about course material, please feel free to ask me to
clarify. I will be happy to meet with you during my office hours.

**Late work and Make-up Exams**
- Assignments are due on the date required. Late assignments will be penalized one
letter grade per week. I will accept assignments early.
- Absences on dates of major examinations require a formal excuse from the
University nurse or your private physician. Evidence that the absence was
necessary will be required before makeup exams are given.

**Cell Phone/Electronic Device Usage**
Cell phones, text messaging, and checking your cell phone, email, and text messages
during class are all **strictly prohibited**. Come to class prepared to focus on class.
Violations may result in being asked to withdraw from the course and/or failure of
course. If there is a potential rising emergency, then prior notification of such possibility
must be made known to me **before** the start of class and the phone set on vibrate.

**Academic Integrity/Plagiarism.**
University students are expected to conduct themselves in accordance with the
highest standards of academic honesty. Academic misconduct for which a student is
subject to penalty includes all forms of cheating, such as illicit possession of
examinations or examination materials, falsification, forgery, complicity or
plagiarism. (Plagiarism is the presentation of the work of another as one’s own
work.) In this class, academic misconduct or complicity in an act of academic
misconduct on an assignment or test will result in a failing grade.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However,
events can sometimes occur that make dropping a course necessary or wise. Please
consult with me before you decide to drop to be sure it is the best thing to do.
Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Classroom/Professional behavior**  
*Professional decorum is expected.*

**Grade Appeals**  
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**  
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

**Veterans**  
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**  
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.