



California State University, Long Beach
College of Education

**UDCP 411 Advanced Literacy Instruction and Intervention
Spring 2020**

Professors:

Dr. Cara Richards-Tutor (EED-56) cara.richards-tutor@csulb.edu

Dr. Shelley Hong Xu (ED2-185) shelley.xu@csulb.edu

Email: In an email to the professors, please state on the subject line of your email: **your name** and **specific content** (e.g., Jane Doe journal 1). Your **name** on the subject line helps us keep track of the communication between you and us. Your **specific content** on the subject line is important for our timely attention and for an expedite response. We do not want your emails to be “lost” in many emails we receive each day.

In any communication between you and us, academic language is expected. We will try to respond to your emails within a period of 48 hours during weekdays.

Office Hours:

Dr. Shelley Xu: Mondays 7:30-9pm (online) and by appointment

Dr. Cara Richards-Tutor: Tuesday before/after class (at Paddison Elementary) and by appointment

Beachboard Access

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the Beachboard link at the top of the page. Once logged in to Beachboard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Beachboard Support:

Email: helpdesk@csulb.edu, http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/

Phone: (562) 985-4959

Drop in: Academic Services Building, Room 120 (AS 120)

System check for Beachboard

https://bbcsulb.desire2learn.com/d2l/tools/system_check/systemcheck.asp?ou=6605

Check for Supported Browsers

http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/browser_issues_solutions.html

Beachboard Student Help Site

http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/students/index.html

Computer Access

Two open access computer labs are available for current CSULB students: the [Spidell Technology Center - http://csulb.libcal.com/hours.php#!m/255](http://csulb.libcal.com/hours.php#!m/255), located in the Library and the [Horn Center - http://www.csulb.edu/divisions/aa/academic_technology/horn_center/](http://www.csulb.edu/divisions/aa/academic_technology/horn_center/), located in lower campus.

Both the Horn Center and the Spidell Technology Center are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers.

College of Education Vision and Mission Statement

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Teacher Dispositions

Teacher candidates are expected to demonstrate professionalism in the following ways:

- ❖ Course Work
 - Professional behaviors include display of courtesy toward the professors and classmates, active participation in class sessions, observance of due dates, flexibility regarding field experience activities, and unanticipated changes in the course calendar.
 - Participation includes demonstrating active contribution to class discussions, posing clarification, reflective, and/or information-seeking questions, communicating ideas or concerns with the instructor; and completing all assigned class tasks, class activities, and course assignments.
- ❖ Field Experience Assignment
 - Professional behaviors include display of appropriate demeanor in interacting with children at all times (e.g., use of oral and written communication, attitude toward teaching, learning, students, and physical space, overall attire), awareness of one's personal values and biases, and modeling of ethical behaviors.
 - Preparedness for assignments is essential to quality field experience teaching. Creative teaching is encouraged, but teacher candidate must consult with and seek approval from the classroom teacher prior to implementing a lesson and its accompanying activity. Lack of preparation for field experience teaching (e.g., absence of necessary instructional materials, lesson plan, off-topic instruction, and spur-of-the-moment improvisation) may result in loss of grade points and possible removal from field experience.

Course Description

Prerequisite: Admission to Urban Dual Credential Program.

Literacy instructional materials, strategies, and curricular adaptations for gifted students, and struggling students, including English learners and students with disabilities. Evidence-based interventions (e.g., RTI, MTSS), using data for program planning, and use of technology are emphasized. Minimum 10 hours of fieldwork in classrooms with at least 25% of students classified as English learners and some students with disabilities Letter grade only (A-F).

Course Format

This course requires students to (1) read, critically analyze, and discuss textbooks, articles, and course materials, and (2) generate meaningful discussions concerning the purpose, content, methods, and assessment of the reading process. Students should be prepared (1) to discuss topics and assigned readings during each class meeting, (2) to work collaboratively with peers; and (3) to respect peers' perspectives and opinions.

Required Course Texts

Please note: If you buy an early version of a textbook, the content and page numbers of the early version will be different from those of the current version as listed on this page. You are responsible for completing readings from the current version of the textbook as specified in the course syllabus.

1. Echevarria, J. Richards-Tutor, C. & Vogt, M.E. (2015). *Response to intervention (RTI) and English learners: Using the SIOP* (2nd ed). New York: Pearson.
2. Vaughn, S., & Bos, C. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). New York: Pearson.
3. Supplementary Readings: available on the Beachboard under "Content", "Supplementary Readings" and also under a specific week's folder under "Content". We strongly suggest that you download all the articles to your computer.
4. California's Common Core Standards English Language Arts Literacy in History Social Studies Science, and Technical Subjects (downloadable from the Beachboard under "Standards") <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>.
5. California's English Language Development Standards (downloadable from the Beachboard under "Standards") <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
6. Rossi, J., & Schipper, B. (2012). *Case studies in preparation for the California Reading Competency Test* (4th ed.). New York: Pearson.
7. Zarrillo, J. J. (2011). *Ready for Revised RICA*. New York: Pearson

Policy on email account

The CSULB campus email account, <first.lastname@student.csulb.edu>, is the default avenue of communication at CSULB. Active use of your CSULB campus email is essential for sending and receiving information related to this course and for university-wide business. Please be sure that your BeachBoard account is set to use your university campus email account. For assistance, contact the CSULB Technology HelpDesk (phone# 562-985-4959 or helpdesk@csulb.edu), also at http://www.csulb.edu/divisions/aa/academic_technology/thd/ .

Student Responsibilities

1. *Class Attendance & Participation*

- 1). Class attendance is mandatory. Professionalism requires you to be **on time** for each class and **fully prepared** by finishing all required readings and assignments. You must be on time and remain throughout the full class. Arriving late or leaving early is disruptive to the learning of others. Given the nature of the course, learning by borrowing a classmate's notes will be virtually impossible. Attendance will be recorded at the beginning of each class.
- 2). Each subsequent absence after the 1st absence will result in a 5-point reduction in your final grade. Excused absences will be granted ONLY if evidence (e.g., a doctor's written notice, a letter for jury duty or university business, or a copy of a funeral program) is provided **in a timely manner** (i.e., when you come to class after your absence). Excused absences are: (1) student's illness or injury; (2) death, injury, or serious illness of an immediate family member or the like; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) University sanctioned or approved activities. Students are fully responsible for the content of the classes due to absences.

2. *Class Civility*

In class, you are expected to actively participate in class discussions and activities, and act in a professional manner, including working collaboratively with peers and respecting peers' viewpoints and perspectives. During class, students should **turn off** cellular phones and any other devices that make noise as a courtesy to the professors and classmates. **Phones and other communication devices should be kept in your pocket or backpack.** Texting, talking on a cell phone, reading e-mails, surfing the Internet, doing homework, and talking during class time are disrespectful to both the professors and classmates. If there is a good reason for having a cell phone turned on during class, the student must inform the professors at the beginning of a class meeting.

3. *Academic Honesty*

With respect to the academic honesty of students, it is expected that all material submitted as part of any class assignments, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university academic policy (<http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/>).

4. *Course Syllabus, Course Materials, and Course Assignments*

- 1). You are responsible for the information and requirements stated in this course syllabus; guidelines for course assignments; instructional materials and announcements posted on the Beachboard; and email communications.
- 2). You are expected to download all course-related materials to your computer and put them in respective folders and subfolders **BEFORE EACH CLASS MEETING**. Downloaded course materials should be in a folder or a subfolder from which you can easily retrieve. There is **NO class time** allocated for you to download or search course materials, which is just a huge waste of your valuable class time and your tuition! **You are expected to bring course materials to the class meeting as specified in the course schedule.**
- 3). Once you have completed this course, you will NOT have access to the course content on the Beachboard.

5. *Quality of Assignments and Submission of Your Work*

- 1). You should word process all of your course assignments using 12-point font, black print, reasonable margins, numbered pages, and double-spacing.
- 2). Assignments are expected to have correct grammar, spelling, and punctuation.
- 3). It is your responsibility to label and submit each work (that is required to be submitted online) to a specific place on the Beachboard as specified in each guideline for a course assignment.
- 4). You are advised to keep a copy of each submitted work for your own records.

6. *Due Dates*

- 1). All course assignments are due on the date specified the course schedule.
- 2). Given that you cannot control the teaching schedule in the classroom where you are completing your field work-related course assignments, you are required to inform, in an email, the professors of the reason for a late work (e.g., you cannot turn in lesson reflection on the due date because you were not able to teach the lesson due to a fire drill in your classroom). You should complete any fieldwork assignments once the teacher allows you to do so. Waiting until the end of the semester to complete your field work does not benefit your learning in this class and would put a burden on your cooperating teacher and his or her students.
- 3). **Any course assignment that does not follow the guidelines will receive a grade of 0.**

Statement Regarding Students with Disabilities

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the [Bob Murphy Access Center \(BMAC\)](#) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Student Learning Outcomes (SLOs)

The following Student Learning Outcomes (SLOs) are aligned with the UDCP SLOs, which are based on the California Commission on Teacher Credentialing Standards for both MSCP and EDSP, the *Teaching Performance Expectations*; Common Core State Standards (revised March, 2013); RICA Content Specifications (Domains I-V, revised 2007); and English Language Development (ELD) Standards.

Upon successful completion of the course, students will:

- SLO 1** Understand instructional approaches to and strategies and materials for teaching literacy, including foundational skills to gifted students and struggling students, including English learners and students with disabilities.
- SLO 2** Understand the role that literature and informational text, text complexity play in teaching foundational skills within the context of reading and writing.
- SLO 3** Identify through various assessment tools to identify literacy needs of struggling students, including English learners and students with disabilities.
- SLO 4** Plan instruction based on 1.) student data, 2.) Individual Education Plan (IEP) goals and objectives, and 3.) grade level standards, and modify or adapt this instruction in order for learners to access curricular content.
- SLO 5** Implement instructional strategies and materials in Tier II and Tier III interventions for students who are not responding to current literacy instructional environment.

- SLO 6** Use evidence-based methods and strategies for teaching reading, writing, foundational skills, listening and speaking, language skills, and literacy across content areas to English learners and students with disabilities and select and adapt standards-based curricula and supplementary materials in these skill areas.
- SLO 7** Use computer-based technologies to facilitate the teaching and learning process, including computer based technology for information collecting, analysis and management in the instructional setting. Document consideration for assistive technology, including low and/or high tech equipment and materials.
- SLO 8** Write IEP goals and objectives based on common core state standards, present levels of performance, and following all legal requirements of the IEP process. Discuss methods for measuring student progress toward meeting IEP goals and objectives.

Course Assignments

1. Weekly Reading Accountability Activity (40 points): For each week, there are new readings there will be a short in class activity directly related to the weekly readings. These activities will include quizzes and quick writes, as well as paired or group activities. They will require you to have completed the weekly readings.

2. Literacy Intervention Project Part 1 (Signature Assignment; 55 points): Based on baseline data, identify literacy strengths and needs. Then develop intervention goals and design intervention that includes Common Core State Standards and/or English Language Development (ELD) Standards, instructional strategies, materials, methods for monitoring student progress, and technology resources and assistive technology (if needed) to achieve these goals. Design a 4-week intervention in foundational skills for your small group of students, including 8-30 minute intervention lessons (drafts of lessons will be turned in for feedback). This assignment will include the following: (1) A 2 page overview of your intervention, including the goals for the intervention, the needs of each of the students, the scope and sequence of your lessons, and strategies used to deliver the intervention. Provide evidence (including proper APA citation) from the chapters, articles and other resources used in class to support your intervention design; (2) Final drafts of 8 intervention lessons.

3. Literacy Intervention Project Part 2 (Signature Assignment; 45 points): After conducting the intervention for 4 weeks and monitoring student progress. Write up case study report for each student that includes 1) student's background information; 2) a graph that shows change in performance from baseline to intervention (i.e., trend line), 3) specific literacy strengths that are supported by assessment data; 3) specific literacy needs that are supported by assessment data; 4) at least two common core state standard and/or ELD standards related to the needs; 5) a brief description of how an instructional strategy or strategies and materials are implemented; and 6) a brief description of how student progress was monitored (These six steps reflect what students are expected to do on the case study section of the RICA exam). Write up a reflection of what you have learned from designing and implementing this intervention.

4. IEP Literacy PLPs and Goals (40 points): Step 1-Using EDSP 564 Case Study student or a student from your intervention group, develop present levels of performance for your case study student. Step 2- Using present levels of performance write two Common Core State Standards-based IEP goals and objectives in reading and/or writing and describe how progress toward the IEP goals and objectives will be measured.

4. Class Participation (20 points). Students are expected to participate in both class discussions and activities as well as go to regular fieldwork placement each week on Tuesdays and Thursdays.

Evaluation

This is a comprehensive, hands-on course that requires you to have considerable outside class preparation and commitment in addition to the field experience in elementary classrooms. If you find yourself unable to complete the course assignments on time, you are highly encouraged to review the withdrawal policy in the CSULB Spring 2020 Schedule. Incomplete grades are RARELY given in this course and only in cases of extreme circumstances. Becoming “overloaded” or “overwhelmed” does not constitute an emergency. You will need to keep your instructors informed if you are experiencing difficulty in meeting the given deadlines.

Grading Scale:

A=180-200

B=160-179

C=140-159

D=139-120

F=0-119

Assignments	Points
Weekly Reading Accountability Activity	40
Literacy Intervention Project-Part 1	55
Literacy Intervention Project-Part 2	45
IEP Literacy PLP and Goals	40
Participation	20
Total	200

**Course Schedule
(Subject to Change)**

Date	Topics	Readings and Assignments
1/21 (Week 1)	<ol style="list-style-type: none"> 1. Welcome 2. Syllabus (Overview of the Course and Course Assignments) 3. Review RTI/MTSS-Tier 2 and Tier 3 and Special Education Why do students struggle in reading? 4. What is intervention? Intervention vs Instruction; WWC for interventions that work! 	
1/28 (Week 2)	<ol style="list-style-type: none"> 1. Intervention Cycle 2. Conducting a reading intervention; Developing a small group intervention lesson 3. Observe intervention lesson (modeled by professor; use observation checklist to take notes) 	<p>Readings</p> <ol style="list-style-type: none"> 1. Echevarria, Richards-Tutor, & Vogt Ch. 1, 5 2. Vaughn & Bos Ch. 3 <p>Assignments Due</p> <ol style="list-style-type: none"> 1. Bring copy of intervention observation checklist (Beachboard)
2/4 (Week 3)	<ol style="list-style-type: none"> 1. Emergent Literacy 2. Foundational Skills-PA, Phonics, Word Recognition 3. Miscue Analysis Part 1 4. IRIS Early Reading Case Studies 	<p>Readings</p> <ol style="list-style-type: none"> 1. Vaughn & Bos, 7 <p>Assignments Due NA</p>
2/11 (Week 4)	<p>*Collect Baseline Data 2/11 & 2/13, 2/18</p> <ol style="list-style-type: none"> 1. Emergent Literacy 2. Foundational Skills-Spelling 	<p>Readings</p> <ol style="list-style-type: none"> 1. CCSS-Foundational Skills—pick the grade level of your intervention group 2. Vaughn & Bos Ch. 9 p. 296-311 <p>Assignments Due NA</p>
2/18 (Week 5)	<ol style="list-style-type: none"> 1. Analyze Baseline Data 2. Miscue Analysis Part 2 3. Collaborate to develop intervention plan (work in teams by grade level) 	<p>Readings</p> <p>Review Echevarria, Richards-Tutor, & Vogt Ch. 3</p> <p>Assignments Due</p> <ol style="list-style-type: none"> 1. Bring student baseline data 2. Draft of Intervention Lessons 1 & 2 (DUE 2/22)
2/25 (Week 6)	<p>*Week 1 intervention (Lesson 1 & 2)</p> <ol style="list-style-type: none"> 1. Why is fluency important? 2. Intervention Strategies for Fluency 	<p>Readings</p> <ol style="list-style-type: none"> 1. Vaughn & Bos Ch. 8, p.220-234 2. Video on Beachboard

	<ol style="list-style-type: none"> 3. Peer and instructor feedback on lessons 4. Debriefing 	Assignments Due Draft of Intervention Lessons 3 & 4 (Due 3/1)
3/3 (Week 7)	*Week 2 intervention (Lesson 3 & 4) <ol style="list-style-type: none"> 1. Intervention Strategies for Comprehension 2. IRIS CSR Module (Jigsaw with 4 strategies) 3. Adjusting intervention 4. Debriefing intervention 	Readings 1. Vaughn & Bos Ch. 8, p.234-273 Assignments Due Draft of Intervention Lessons 5 & 6 (DUE 3/8)
3/10 (Week 8)	*Week 3 intervention (Lesson 5 & 6) <ol style="list-style-type: none"> 1. Intervention Strategies vocabulary 2. Role of MTSS Tier 1 in Vocabulary development 3. Debriefing intervention 	Readings 1. Vaughn & Bos Ch. 10 p. 313-320 2. Echevarria, Richards-Tutor, & Vogt, Ch. 4 Assignments Due Draft of Intervention Lessons 7 & 8 (DUE 3/15)
3/17 (Week 9)	*Week 4 intervention (Lessons 7 & 8) <ol style="list-style-type: none"> 1. Intervention in Writing 2. Intervention Strategies for Content Areas/Study Skills 3. ELD strategies 	Readings 1. Vaughn & Bos Ch. 9, p.275-295 2. Vaughn & Bos Ch. 10 p. 320-359 Assignments Due Literacy Intervention Project-Part 1
3/23	Work on Literacy Intervention Project, get feedback Little Lake Spring Break	Readings NA Assignments Due NA
3/30 (Week 10)	CSULB SPRING BREAK	
4/7 (Week 11)	<ol style="list-style-type: none"> 1. Tier 3: Intensive Intervention 2. IRIS Module Intensive Intervention (Part 1) 3. When does Tier 3 become special education? START SPECIAL EDUCATION SETTINGS ROTATIONS	Readings 1. Bos & Vaughn Ch. 1 & 3 2. Echevarria, Richards-Tutor, & Vogt, Ch. 6 Assignments Due Literacy Intervention Project-Part 2
4/14 (Week 12)	Developing an IEP <ol style="list-style-type: none"> 1. Present Levels of Performance 2. Developing IEP goals and objectives, aligning to the common core; task analysis 	Readings 1. Review Vaughn & Bos Ch. 1 2. Online Readings on Beachboard Assignment Due NA
4/21 (Week 13)	Developing an IEP, continued <ol style="list-style-type: none"> 1. Refining IEP goals 2. Supports and Services 3. Measuring and reporting progress 4. Collaboration and the IEP team 	Readings Vaughn & Bos, Ch. 5 Assignments Due NA
4/28	<ol style="list-style-type: none"> 1. RICA standards 	Readings

(Week 14)	2. RICA prep	NA Assignments Due NA
5/5 (Week 15)	1. RICA standards 2. RICA prep 3. Mentor Teacher Appreciation	Assignments Due IEP Literacy Goals
Week 5/12 (Finals Week)	UDCP Year 2 2020-2021 *Meet on CSULB campus	