SYLLABUS Educ 3565

Department of Teacher Education

# Weber State University

## Title: Elementary English Language Arts: Evaluation, Remediation and Supports

## Instructor: TBD

## Credit: 2 semester hours

## Semester:

Class Location:

Class Time:

## 

## **Course Description:**

This course is designed to teach teacher candidates validated evaluation and remediation strategies for K-5 students struggling in English Language Arts (ELA), focusing on techniques in elementary reading, writing, speaking, listening, and language. Candidates will be introduced to the process of identifying reading and writing difficulties, selecting evidence-based interventions, implementing instruction, and using the data-based instructional decision model to monitor students’ ELA progress and intervention effectiveness.  
Prerequisites: Completion of Education Level 1 courses with a grade of B- or better.  
Co-requisites: Educ 3545, Educ 3575, Educ 4521, Educ 4530, Educ 4550

**Course Outcomes**

WSU’s teacher preparation conceptual framework theme is, “Student Achievement: Students, Teachers, & Communities Working Together”. The model that illustrates the programs purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is three overlapping components: Reflecting, Engaging, and Collaborating. The program standards are performance-based; they describe what teacher candidates should know and be able to do in order to be awarded a license.

“The Utah Effective Teaching Standards (UETS) have been established by the Utah State Board of Education (R277–530) as the foundation for effective teaching practice. The standards constitute the minimum knowledge and skills required to successfully teach the Utah Core Curriculum and serve as a basis for educator evaluation and a tiered licensing system. They are designed to guide expectations for the screening, hiring, and induction of teachers, and the state approval of licensing preparation programs. The UETS draw heavily upon the concepts in Council of Chief State School Officers’ Model Core Teaching Standards, as well as the needs of Utah districts. They support high quality instruction, one of the Board’s **Promises to Keep** goals” (p. 41).

**Course Objectives**

The Utah Effective Teaching Standards (UETS) are a description of highly effective teaching as adopted by the Utah State Board of Regents. They also represent the knowledge and skills necessary to teach the Utah Core Curriculum Standards. They align with [Utah effective teaching standards](http://www.uen.org/k12educator/uets/), national [Council for Exceptional Children initial preparation standards](http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf) (CEC, 2012), [NCTE/IRA standards](http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf) (NCTE, 2010) and current research on effective teaching practice.

Upon completion of this course, the special education teacher candidate will demonstrate an “Emerging” level of competency in the following UETS and CEC standards:

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| --- | --- | --- |
| **Course Objectives** | **UETS**  **CEC**  **NCTE/IRA** | **Assignments** |
| Describe the meaning and function of the Utah Core Curriculum Standards for Language Arts K-5 | UETS 4  CEC 3  NCTE/IRA 1 | Instructional Planning and Decision Making Process |
| Describe the role of and role and connection between the foundations of reading (Phonemic Awareness, Phonics, Fluency, Guided Oral Reading, Vocabulary, and Comprehension) and how to teach the components in order to help elementary students become successful readers of both narrative and informational text. | UETS 4, 7  CEC 3, 5  NCTE/IRA 2 | IRIS Modules/Activities  Evidence Based Strategies |
| Describe the role and connection between the components of writing (Conventions, Knowledge, and Vocabulary) and how to teach the components in order to help elementary students become successful writers of both narrative and informative text. | UETS 4, 7  CEC 3, 5  NCTE/IRA 2 | IRIS Modules/Activities  Evidence Based Strategies |
| Identify student deficits and skills in elementary English Language Arts areas | UETS 5  CEC 4  NCTE/IRA 3 | Instructional Planning and Decision Making Process |
| Design instructional programming for elementary students identified as struggling in English language arts | UETS 1, 2, 6  CEC 5  NCTE/IRA 2 | Instructional Planning and Decision Making Process  Evidence Based Strategies |
| Determine intervention effectiveness using the data-based instructional decision model | UETS 5  CEC 4  NCTE/IRA 3 | Instructional Planning and Decision Making Process |

Required Materials:

## You can purchase these textbooks from the [WSU Bookstore](http://bookstore.weber.edu/) or [online](http://www.guilford.com/books/Best-Practices-in-Writing-Instruction/Graham-MacArthur-Fitzgerald/9781462510085).

## Cockrum, W. A., & Shanker, J. L. (2013). *Locating and correcting reading difficulties* (10th ed). Upper Saddle River, NJ. Pearson Publications.

Shanker, J. L., Cockrum., W. A. (2014). *Ekwall/Shanker Reading Inventory* (6th ed). Upper Saddle River, NJ. Pearson Publications.

Graham, S., MacArthur, C. A., & Fitzgerald, J. (2013). *Best practices in writing instruction* (2nd

ed.). New York, NY: The Guilford Press.

Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful writing strategies*

*for all students*. Baltimore, MD: Paul Brookes Publishing.

Recommended Supplemental Readings:

Utah State Office of Education (August 2007). Special Education Rules. Salt Lake City. USOE Rules <http://www.usoe.k12.ut.us/sars/RulesRegs.htm>

Utah State Office of Education LRBI Resources Least Restrictive Behavioral Interventions. <http://www.usoe.k12.ut.us/sars/RulesRegs.htm>

**Assignments**

1. **Article Graphic Organizers**

You will read the assigned articles. After reading each article, you will input all information in a graphic organizer of your choice found at <http://www.eduplace.com/graphicorganizer>. Completed graphic organizers must be brought to class on the assigned days. You will use these organizers to actively participate in a small group discussion. The articles will be available on the class website. You are responsible for downloading them on your own.

1. **IRIS Reading/Writing Modules**

Teacher candidates will complete each module, answer discussion questions, and be prepared to discuss in-class. Candidates are required to complete the following IRIS modules, which can be found at <http://iris.peabody.vanderbilt.edu>.

1. **Case Studies**

A series of 5 case studies relating to the Instructional Planning and Decision Making Process outlined in assignment number 4 will be completed in class. Teacher candidates will be given a case study student and will be required to complete the assigned steps of the process for that student, based on his/her learning needs.

1. **Instructional Planning and Decision Making Process**

Teacher candidates are required to complete the 8 step curriculum analysis process for students in their practicum placement, including:

* 1. Analyze the Core Subject (This includes student present level of performance (PLOP) based on curriculum-based measurement (CBM) and Curriculum Standards)
  2. Develop or Select curriculum-based assessments (CBAs) (IRI, Spelling Inventory, Self-created CBA)
  3. Administer survey CBAs
  4. Analyze CBA results (Includes error analysis)
  5. Define the Instructional Program (Standards, Present Levels of Academic Achievement and Functional Performance (PLAAFP), and Goals and Objectives)
  6. Develop focused CBAs for goals and objectives and progress monitoring system
  7. Develop Instructional Plans using evidence based strategies (includes units of instruction, daily lessons, daily formative assessments, and progress recording system)
  8. *\* Implement effective instruction (includes using data based instructional decisions)*

*\* This is completed and graded in practicum*

1. **Evidence Based Teaching Strategies**

Each of these will provide independent practice in the practicum on particular aspects of English Language Arts lesson design and instruction. The assignments will focus on the foundations of English Language Arts in grades 1-5.

1. **Quizzes**

There will be four quizzes throughout the semester to assess teacher candidates’ knowledge on lectures, material from the guided notes, important terms, class discussion, and assigned readings. They will consist of multiple choice, true/false and short answer questions.

1. **Class attendance and Participation.**

Candidates are expected to download and print daily guided notes from the website, bring them to class, attend to the weekly lecture(s) complete the guided notes during the class session, participate in the activities, and ask any relevant questions. Candidates will earn points per class period for attending and participating.

**How candidate’s grade will be determined**

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| --- | --- | --- | --- | --- | --- |
| **Course Grades** | **Percentage** | **Grade Scale** | | | |
| Article Graphic Organizer | 5% | A | 95%-100% | C+ | 77%-79% |
| IRIS Reading/Writing Modules | 5% | A- | 90%-94% | C | 74%-76% |
| Evidence based teaching Strategies | 15% | B+ | 87%-89% | C- | 70%-73% |
| Quizzes | 5% | B | 84%-86% | D | 65%-69% |
| Instructional Planning and Decision Making Process | 65% | B- | 80%-83% | E | ≤ 64% |
| Class Attendance and Participation | 5% |  |  |  |  |
| Total possible | 100% |  |  |  |  |

**University Ethics Policy:** Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism\*, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the teacher candidate’s admission to the Teacher Education Program

\*Plagiarism is complex because it comes in many shapes and forms, but in simple terms it means copying material from somewhere else and passing it off as your own work, either intentionally or unintentionally. For the sake of clarity, keep in mind the following: every word of your paper is expected to be your own work, written specifically for this class (no resubmitting work from previous classes). It is acceptable to use a few short quotations so long as the source is properly attributed and quotation marks are used, but papers copied in whole or in part are entirely unacceptable. Failure to use quotation marks, even if only by accident, is still plagiarism. If you are caught submitting a copied paper, even if you didn’t mean to, you are guilty of plagiarism and the range of penalties runs from failing the assignment (for the most minor infractions only), failing the class (the most common penalty) or expulsion from the university (for extreme repeat offenders). These penalties also apply to anyone caught cheating on exams.

**ADA Statement:** Any teacher candidate requiring accommodations or services due to a disability must contact Services for Teacher candidates with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary

**Counseling and Psychological Services:**

Weber State University has counseling services free of charge to students. If you feel you may be in need of these services for any reason, please contact them at 801-626-6406. Or visit the office in suite 280 of the Student Service Center.

**Campus Closure:**In the event that WSU is closed for an extended period of time due to an unforeseen event, please access the course website https://learn-wsu.uen.org/login for information on how class will proceed.

**Course Schedule**

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| Date | Topic | Assignment(s) Quiz |
| Week 1 | Course Introduction  Course Syllabus  Utah Core State Standards |  |
| Week 2 | Step 1: Instructional Planning and Decision Making Process (IPDMP)  Beginning Writing  Beginning Reading | Quiz 1  Case Study 1 |
| Week 3 | CBM Beginning Reading  CBM Beginning Writing  CBM Beginning Spelling | IPDMP: Step 1 |
| Week 4 | Step 2: Instructional Planning and Decision Making Process  Aligning CBM to student expectations in beginning ELA | Case Study 2 |
| Week 5 | The Writing Process  Review Phonics Instruction | Quiz 2  IPDMP: Step 2 |
| Week 6 | Step 3 & 4: Instructional Planning and Decision Making Process  Analyzing CBA results | Case Study 3 |
| Week 7 | Fluency and Oral Reading  Conventions: EBPs | Evidence-Based Strategy #1  IPDMP: Steps 3 & 4  Article graphic organizer set 1 due |
| Week 8 | Step 5: Instructional Planning and Decision Making Process  PLAAFP and MAG | Case Study 4 |
| Week 9 | Informative Texts: EBP  Vocabulary | Evidence-Based Strategy #2  Quiz 3  IPDMP: Step 5 |
| Week 10 | Step 6 & 7: Instructional Planning and Decision Making  CBA development and lesson planning | Case Study 5  IPDMP: Step 5 (continued) |
| Week 11 | Learning to read – Reading to learn  IRIS Modules Elementary Reading/Writing | IPDMP: Steps 6 & 7 |
| Week 12 | Narrative Writing: EBPs  Narrative text Comprehension: EBPs | Evidence-Based Strategy #3 |
| Week 13 | Putting it together: ELA interventions for K-5 students |  |
| Week 14 | Practicum Debrief and discussion |  |
| Week 15 | State/District Assessments | Quiz 4  Article graphic organizer set 2 due |