

**ED PS 6842**  
**Reading Interventionist Seminar**

**READING INTERVENTIONIST SEMINAR/INTERNSHIP DESCRIPTION**

The purpose of this graduate-level semester course is to provide educators with opportunities to integrate the knowledge and skills learned in preceding Tier II and Tier III Clinical Practica.

The course has several prerequisites:

1. Students must have completed all courses for the Reading Endorsement Level I.
2. Students must have completed the Tier III practicum for the Reading Interventionist Endorsement.
3. Students must have completed the Tier II practicum for the Reading Interventionist Endorsement.

The course has two primary objectives:

1. -to develop a deep understanding of current theory and research related to reading difficulties and effective intervention; and
2. -to extent and solidify learning about reading difficulties and effective intervention.

1. The course differs the courses you took in the Reading Endorsement Level I in a few important ways. In those courses, theoretical, research and practical readings revolved around normally progressing readers, with minimal emphasis on students who have difficulties in learning to read and comprehend. In this class, you will read primarily theoretical and research articles and chapters about students who have difficulties learning to read and comprehend. So, many of the readings in this class will be taken from special education sources that focus specifically on students with difficulties. T

In addition, the focus of the readings and this class will not be on practice, as you have experienced how to work with these students in the Tier III and Tier II practica. Instead, the focus will be on your developing a deep understanding of the research behind what works and why specific strategies and instructional activities work for these students. As well, readings will focus on effective intervention for struggling readers.

2. At the same time, you will also be required to conduct an internship as part of the course. The purpose of the internship is to extend the learning from Tiers III and II practica. You can choose from among several different types of internship, depending on what you think will extend your learning the most.

**\*TEXT MATERIALS**

To accomplish the first objective of the course, you will read and discuss the following articles and chapters :

**Theory and Scientific Research Standards and Findings for Reading Instructional and Intervention**

Rayner, K., Foorman, B.F., Perfetti, C.A., Pesetsky, D., & Seidenberg, M.S. (2002). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2(2), 31-74.

**Early Literacy Development and Intervention**

Dickinson, D.K., McCabe, A. & Essex, M.J. (2006). A window of opportunity we must open to all: The case for preschool with high-quality support for language and literacy. In D. K. Dickinson & S. B. Neuman (Eds.) *Handbook of Early Literacy Research: Vol 2*. (pp. 11-28). New York: Guilford.

Juel, C. (2006). The impact of early school experiences on initial reading. In D. K. Dickinson & S. B. Neuman (Eds.) *Handbook of Early Literacy Research: Vol 2*. (pp. 410-426). New York: Guilford.

Powell, D.R. & Diamond, K.E. (2012). Promoting early literacy and language development. In Pianta, R.C. (Ed.) *Handbook of Early Childhood Education* (pp. 194-216). New York: Guilford.

Torgeson, J.K., Wagner, R.K. & Rashotte, C.A. (1997). Approaches to the prevention and remediation of phonologically based reading disabilities. In B. Blachman (Ed.), *Foundations of Reading Acquisition and Dyslexia* (pp. 287-304). Mahwah, NJ: Erlbaum

Ashby, J. & Rayner, K. (2006). Literacy development: Insights from research on skilled reading. In D. K. Dickinson & S. B. Neuman (Eds.) *Handbook of Early Literacy Research: Vol 2*. (pp. 52-63). New York: Guilford.

### **Beginning Reading Skills**

Cunningham, A. E., Nathan, R. G., Schmidt Rahe, K. S. (2011). Orthographic processing in models of word recognition. In M. Kamil, P. D. Pearson, E. Moje & P. Afflerbach (Eds.), *Handbook of Reading Research: Vol. 4*. (pp. 259-285). New York: Routledge.

Ehri, L. C. & Roberts, T. (2006). The roots of learning to read and write: Acquisition of letters and phonemic awareness. In D. K. Dickinson & S. B. Neuman (Eds.) *Handbook of Early Literacy Research: Vol 2*. (pp. 113-131). New York: Guilford.

Verhoeven, L. (2011). Second language reading acquisition. In M. Kamil, P.D. Pearson, E. Moje & P. Afflerbach (Eds.), *Handbook of Reading Research: Vol. 4*. (pp. 661-683). New York: Routledge.

### **Fluency**

Morgan, P. L. and Sideridis, G. D. (2006). Contrasting the effectiveness of fluency interventions for students with or at risk for learning disabilities: A multilevel random coefficient modeling meta-analysis. *Learning Disabilities Research & Practice, 21*, 191-210.

Chard, D. J., Vaughn, S., & Tyler, B. J. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of learning disabilities, 35*(5), 386-406.

Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading a meta-analysis. *Remedial and special education, 25*(4), 252-261.

Wexler, J., Vaughn, S., Edmonds, M., & Reutebuch, C. K. (2008). A synthesis of fluency interventions for secondary struggling readers. *Reading and Writing, 21*(4), 317-347.

### **Vocabulary**

Marulis, L. M. & Neuman, S. B. (2010). The effects of vocabulary intervention on young children's word learning. *Review of Educational Research, 80*(3), 300-335.

Elleman, A. M., Lindo, E. J., Morphy, P., & Compton, D. L. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: A meta-analysis. *Journal of Research on Educational Effectiveness*, 2(1), 1-44.

Bryant, D. P., Goodwin, M., Bryant, B. R., & Higgins, K. (2003). Vocabulary instruction for students with learning disabilities: A review of the research. *Learning Disability Quarterly*, 26(2), 117-128.

Ebbers, S. M., & Denton, C. A. (2008). A root awakening: Vocabulary instruction for older students with reading difficulties. *Learning Disabilities Research & Practice*, 23(2), 90-102.

### **Comprehension**

Shankweiler, D., Lundquist, E., Katz, L., Stuebing, K. K., Fletcher, J. M., Brady, S., Fowler, A., Dreyer, L. G., Marchione, K. E., Shaywitz, S. E., & Shaywitz, B. A. (1999). Comprehension and decoding: Patterns of association in children with reading difficulties. *Scientific Studies of Reading*, 3, 69-94.

Perfetti, C, Marron, M. A. & Foltz, P. W. (1996). Sources of comprehension failure: Theoretical perspectives and case studies. In C. Cornoldi & J. Oakhill (Eds.). *Reading Comprehension Difficulties: Processes and Intervention*. Mahwah, NJ: Erlbaum.

Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (2009). Reading comprehension instruction for students with learning disabilities, 1995–2006: A meta-analysis. *Remedial and Special Education*.

Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71(2), 279-320.

Faggella-Luby, M. N., & Deshler, D. D. (2008). Reading comprehension in adolescents with LD: What we know; what we need to learn. *Learning Disabilities Research & Practice* 23(2), 70-78.

Solis, M., Ciullo, S., Vaughn, S., Pyle, N., Hassaram, B., & Leroux, A. (2011). Reading comprehension interventions for middle school students with learning disabilities: A synthesis of 30 years of research. *Journal of Learning Disabilities*, 0022219411402691.

### **Interventions for Older Struggling Readers**

Wanzek, J., Wexler, J., Vaughn, S., & Ciullo, S. (2010). Reading interventions for struggling readers in the upper elementary grades: A synthesis of 20 years of research. *Reading and writing*, 23(8), 889-912.

Slavin, R. E., Lake, C., Davis, S., & Madden, N. A. (2011). Effective programs for struggling readers: A best-evidence synthesis. *Educational Research Review*, 6(1), 1-26.

Scammacca, N. K., Roberts, G., Vaughn, S., & Stuebing, K. K. (2015). A Meta-Analysis of Interventions for struggling readers in grades 4–12 1980–2011. *Journal of learning disabilities*, 48(4), 369-390.

Fisher, D., & Ivey, G. (2006). Evaluating the interventions for struggling adolescent readers. *Journal of Adolescent & Adult Literacy*, 50(3), 180-189.

Denton, C. A., & Vaughn, S. (2008). Reading and writing intervention for older students with disabilities: Possibilities and challenges. *Learning Disabilities Research and Practice*, 23(2), 61.

### **Assessment of Reading Difficulties**

Fuchs, D., Fuchs, L.S., McMaster, K.N., & Al Otaiba, S. (2003). Identifying children at risk for reading failure: Curriculum-based measurement and the dual-discrepancy approach. In H.L. Swanson, K.R. Harris, & S. Graham (Eds.) *Handbook of Learning Disabilities* (pp. 431-449). New York: Guilford.

Salinger, T. (2006). Policy decisions in early literacy assessment. In D.K. Dickinson & S.B. Neuman (Eds.) *Handbook of Early Literacy Research: Vol 2.* (pp. 427-444). New York: Guilford.

### **Writing**

Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, 104(4), 879-896.

Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review*, 81(4), 710-744.

### **Additional Resources for Instructional Decision-Making**

Birsh, J.R. (2005). *Multisensory Teaching of Basic Language Skills*. Baltimore, MD: Brookes.

[CORE: Teaching Reading](#)

[CORE: Assessing Reading](#)

<https://www.corelearn.com/Services/Common-Core-Standards/CORE-Teaching-Reading-Sourcebook-Correlations.html>

[LETRS \(Language for Teachers of Reading and Spelling\) Modules: Print & E-Books](#)

<http://www.voyagersopris.com/services/professional-resources/professional-books/letrs-second-edition/training-support#Print>

[What Works Clearinghouse](#)

[http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx)

**\*NOTE ON THE READINGS:** We cannot have a successful class and/or discussion without everyone having read the articles for the week. Therefore it is imperative that you come to class each week already having read and written about the readings.

### **COURSE ASSIGNMENTS**

1. *Leading Seminars:* To accomplish the first objective, you will take turns leading seminars each week. To lead a seminar, you will work in pairs and come prepared with pertinent

- questions about the set of readings you are required to read for the week. You will receive 15 points for effective leading of the seminar.
2. *Reading Journals*: You will keep a reading journal for their week’s set of readings. You will receive 15 points for thoughtful journals that demonstrate a thorough reading of and reflection on the material.
  3. *Internship*: You will be asked to select from one of the internships below and complete that internship at the end of the semester.

**Choose 1 or more to meet the required 30 hour minimum.**

**Options must be submitted to me for approval prior to beginning internship.**

*Note: any internship may include the use of assistive technology*

- identify a small group of struggling readers (grade 2 and above) with similar needs using multiple sources of assessment data and develop a research-based Tier II or Tier III intervention plan (with progress-monitoring) for each group as appropriate;

- identify a small group of struggling readers (Kindergarten or grade 1) with similar needs using multiple sources of assessment data and develop a research-based Tier II prevention plan (with progress-monitoring) for each group as appropriate;

- Evaluate Tier II and/or Tier III assessments with respect to their technical adequacy, ease and cost of administration, utility of data outcomes, reliability and validity of interpretation, and parent, educator, school and/or district use;

- Evaluate and propose research-based improvements to a grade-level, school, or district plan for identifying, assessing, and providing intervention for students with Tier II and/or Tier III reading difficulties;

- Evaluate Tier II and/or Tier III intervention models or components of intervention models with respect to research adequacy, effective implementation, data outcomes and/or educator use at the grade-level, school and/or district level;

- Analyze existing Tier II and/or Tier III intervention plan(s) for a small group(s) of struggling readers, identifying students’ intervention levels in text and word study with the goal of determining research-based adjustments in time, intensity, explicitness, instructional content, and response opportunities designed to shrink the gap between present level of performance and grade level expectations;

- Evaluate or develop a collaborative grade-level, school-wide, and/or district plan for educator, administrator, and parent communication regarding Tier II and/or Tier III assessment and intervention.

**GRADING:**

<b><u>Assignments and Grading</u></b>	
1. Participation	10 pts.
2. Reading Journals	15 pts.
3. Leading Seminars	15 pts.
4. Internship	60 pts.
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<b>TOTAL:</b>	<b>100 PTS</b>

### **General Criteria for Grading Assignments**

Please note that all assignments must be turned in on time. If there is a particular hardship, let me know in advance. Papers that are one week late are reduced by a total grade. E.g. if a paper is an A paper and submitted one week late, it becomes a B, a B paper submitted one week late becomes a C. Two weeks late, two grades are taken off the resulting grade. Etc.

#### ***Appropriateness***

Does my work meet all criteria given on the syllabus, the rubric and in class?

#### ***Evidence of Knowledge***

Is it clear from my work that I know and understand the relevant material?

#### ***Completeness***

Have I included all relevant information and ideas?

#### ***Clarity***

Is my paper organized so that the ideas and information are clear?

Do the wording and phrasing of my sentences match the thoughts I am trying to convey?

#### ***Professional Presentation***

Is my paper typed and free of errors in grammar, punctuation, and spelling? (Please proofread carefully. If you hand in a paper that is not in good form, you will lose points.)

Grades are earned, and will be given at the conclusion of the course, based on the following university guidelines. Please refer to the U of U Student Handbook for students' professional and academic responsibilities.

A= Superior performance, excellent achievement

B= Good performance, substantial achievement

C= Standard performance and achievement

A = 93-100%

A- = 90-92%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C+ = 77-79%

C = 73-76%

C- = 70-72%

D+ = 67-69%

D = 63-66%

D- = 60-62%

F = 59% and below

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#### **Other Course Requirements**

It is expected that students will maintain a respectful and civil atmosphere during class meetings. Thus, expectations are that students:

- Arrive to class on time, and on a regular basis. It is important for your own learning and for the good of the class that you are in class every session, on time, and ready to go with all readings, all text reflections, and any other assignments completed. Regular class participation is very important to this class since much of the course content will come from the interactive class sessions, lectures, and group discussions. Again, please be prepared to

be an active voice in class! At my discretion, you may lose points for consistent nonparticipation in class activities and discussions.

- Complete--on time--the required assignments.
- Show courtesy and respect to fellow students during all classroom activities. Please remember that everyone in the class has good ideas and that each individual's response to the readings helps to enrich the group's understanding and discussions.
- Prevent disruptions by turning off and refraining from use of cell phones and beepers, and by putting away extraneous reading materials. Use of laptop computers in class is not allowed without instructor's permission.
- Adhere to the University of Utah code for student conduct (see below).

#### Students' Rights and Responsibilities

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University"*

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course.

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

#### Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**COURSE TOPICS, READINGS AND SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS AND ASSIGNMENTS</b>
<b>Monday January 9</b>	<b>Introduction</b>	<b>None</b>
<b>Monday January 16</b>	<b>Theory and Scientific Research Standards and Findings for Reading Instructional and Intervention</b>	Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2002.  Discussion about possible internships
<b>Monday January 23</b>	<b>NO CLASS Martin Luther King Day</b>	
<b>Monday January 30</b>	<b>Early Literacy Development and Intervention</b>	Dickinson, McCabe, & Essex, 2006 Juel, 2006 Powell & Diamond, 2012 Torgeson, Wagner, & Rashotte, 1997 Asby & Raynor, 2006
<b>Monday February 6</b>	<b>Beginning Reading Skills</b>	Cunningham, Nathan, Schmidt Raheer, 2006 Ehri & Roberts, 2006 Verhoeven, 2011
<b>Monday February 13</b>	<b>Fluency</b>	Morgan & Sideridis, 2006 Chard, Vaughn, & Tyler, 2006 Therrien, 2004 Wexler, Vaughn, Edmonds, & Reutebuch, 2008
<b>Monday February 20</b>	<b>NO CLASS Presidents' Day</b>	

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS AND ASSIGNMENTS</b>
<b>Monday February 27</b>	<b>Internship</b>	Progress in Internship Activities Peer-feedback of Internship Activities
<b>Monday March 6</b>	<b>Vocabulary</b>	Marulis, & Neuman, 2010 Elleman, Lindo, Morphy, & Compton, 2009 Bryant, Goodwin, Bryant, & Higgins, 2003

<b>Monday March 13</b>	<b>NO CLASS SPRING BREAK</b>	Ebbers & Denton, 2008
<b>Monday March 21</b>	<b>Comprehension</b>	Shankweiler, Lundquist, Katz, Fletcher, et al. 91999) Perfetti, Marron, & Foltz, 1996 Berkeley, Scruggs, & Mastropieri, 2009 *Progress Report on Internship
<b>Monday March 30</b>	<b>Comprehension cont.</b>	Gersten, Fuchs, Williams, & Baker, 2001 Faggella-Luby, & Deshler, 2008 Solis, Ciullo, Vaughn, Pyle, et al., 2011
<b>Monday April 3</b>	<b>Interventions for Older Struggling Readers</b>	Wanzek, Wexler, Vaughn, & Ciullo, 2010 Slavin, Lake, Davis, & Madden, 2011 Scammacca, Roberts, Vaughn, & Stuebing, 2015 Fisher & Ivey, 2006 Denton & Vaughn, 2008
<b>Monday April 10</b>	<b>Assessment of Reading Difficulties</b>	Fuchs, Fuchs, McMaster, & Al Otaiba, 2003 Salinger, 2006 *Internship Draft due today
<b>Monday April 17</b>	<b>Writing</b>	Graham, McKeown, Kuihara, & Harris, 2012 Graham & Herbert, 2011

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENTS</b>
<b>Monday April 24</b>	<b>Internship Discussion</b>	<b>No readings * Internship Product due today</b>

### **INTERNSHIP PRODUCTS**

The written product provides evidence of the educator’s efforts to improve reading intervention through one or more of the options described above. The course instructor must provide educators with a rubric that specifies standards and expectations for the written product (see example below).

#### **Example: Small Group Identification, Assessment, & Intervention Plan.**

- summary and analysis of student identification & assessment data;
- research-based rationale for intervention plan, incorporating citations as appropriate;
- samples of at least 5 lesson plans for 1 intervention;
- summary of progress-monitoring assessments, including mastery benchmarks and schedule;
- data-based projection of desired student outcomes, incorporating citations as needed;
- summary of possible intervention adjustments, if needed; and

- references & appendices as needed.

*Standards for a grade of "A:"* All sections completed. Superior consistency among rationale, identification, assessment, and intervention plans. Evidence of superior ability to develop thorough lesson plans consistent with assessment and intervention plan. Superior academic writing style. No mechanical errors.

*Standards for a grade of "B:"* All sections completed. Satisfactory consistency among rationale, identification, assessment, and intervention plans. Evidence of satisfactory ability to develop thorough lesson plans consistent with assessment and intervention plan. Satisfactory academic writing style. Very few, if any, mechanical errors.