The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Teaching Reading to Students with Learning Disabilities
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.

CATALOG DESCRIPTION:
This course is an overview of research, theory, and best practices in the fields of reading and learning disabilities. Participants will study content and teaching approaches focusing on reading for preK-12 students with learning disabilities. Topics include evidence-based approaches for promoting growth in phonemic awareness, phonics, reading fluency, vocabulary development, and comprehension. Participants will learn a variety of specific modifications and interventions based upon individual needs and designed to address and remediate learning problems as specified by the I.E.P.

COURSE PREREQUISITES: None

LEARNING OUTCOMES:
GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and interpret a variety of theories on teaching reading to special education students.
2. Develop specially designed reading techniques for special education students.
3. Understand the components of and be able to apply skills, strategies, interventions and modifications to the teaching of reading for special education students.

INSTRUCTIONAL OBJECTIVES:

1. THEORETICAL UNDERSTANDING

Participants will articulate a philosophy of literacy instruction that emphasizes the interactive and integrative nature of language and builds upon these connections when creating learning opportunities for special education students. Participants will demonstrate knowledge and skills that are needed for creating and implementing a literacy curriculum using small and large group work, collaborative learning, conferencing, and individual work based on professional standards for special education students. Participants will identify and understand the characteristics, uses, advantages, and limitations of different types of assessments or evaluating how special education students learn, what they know and are able to do, and what kinds of experiences will increase their learning. By reading studies on teaching reading to special education student theories, students will present the implications of such theories on their own teaching. Participants will articulate how educational research can be used as a means for continuous learning and development.

2. PRACTICAL STRATEGIES

Participants will be able to identify, plan, and design literacy instruction based on students' needs, developmental progress, learning styles and prior knowledge. These learned skills will support students' growth and development. Progress monitoring will enable participants to design lessons and interventions. Participants will be able to identify and use available resources and materials for instructional planning as well as identify, create, and implement accommodations and interventions specific to special education students' learning disabilities. Participants will create lesson plans that target learning disabled students' IEP reading goals and objectives.

3. BUILDING COMMUNITY

Participants will understand that the classroom is a community of learners and will consider strategies for the following challenges:

1. How do we elicit contributions from all members of the community including special education students?
2. How do we personalize education and maintain a strong community?
3. How do we include students' parents, guardians and families in the teaching of reading to special education students?
4. How do we teach strategies to special education in order to increase their participation in general education?
5. How do we implement accommodations in order to increase their participation in general education?

4. EQUITABLE OUTCOMES

Participants will reflect on their teaching reading to special education student practices and situations that arise in their classrooms and during student learning with the goal of understanding how to create equitable outcomes through effective teaching.

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 & RECOMMENDED READINGS:
Article on reading and special education students:
Slavin, R.E. (1996, February). *Neverstreaming: Preventing Learning Disabilities*. Educational Leadership, 53.

Article on comprehension and special education students:
"Reading Comprehension Instruction for Students With Disabilities." *National Center for Learning Disabilities*. N.p., n.d. Web. 31 Aug. 2014.

Article on reading assessments for special education students:
Safer, N. and Fleischman, S. (2005 February). *Research Matters/How Student Progress Monitoring Improves Instruction*. Educational Leadership, 62.

EVALUATION METHODS:

1. <u>One Page Response Journals:</u> Participants will be given required articles to read. Participants should write a one page response to each article. 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? These should be one page, double-spaced written responses due.

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. <u>Online Discussions:</u> Participants are asked to discuss assignments. 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)
Journal 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. <u>Final Assignment/Special Education Reading Lesson Plan:</u> For the final assignment, participants will complete a summative assessment. Participants are to design a lesson plan that will target a special education student's IEP reading goals and/or objectives. The participant can use a real or fictitious student's goal and/or objectives. Student names should be changed to protect privacy. A written integrated course reflection response (maximum of 1 page) will examine the participant's understanding of information gained from course subject matter, materials, and discussion correlated to the content of the lesson plan. The participant is expected to include strategies and research discussed in class in both the lesson plan and written response. This assignment is due at the close of the course/end of week 6. Participant lesson plans will include the following:

Required Elements

- A description of the student's disability
- Target goal and/or objective
- Student's Grade Level
- Subject/Content Area
- Lesson Objective
- Materials
- Procedures
- Assessment
- Integrated Course Content Reflection Response

Recommended Elements

- Common Core Standard
- Follow-up Procedures
- Inclusion of any worksheets, texts, graphic organizers, etc.

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Final assignment (Lesson Plan)
- 40% Active participation in online discussions

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. 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:
- Review syllabus.
- Review of specific learning disabilities.
- Research, theory, and best practices in reading.

Other Assignments
Online discussion of material posted.

Week Two:
- Reading Assessments for Special Education Students.
- Phonemic Awareness and Special Education Students.

Other Assignments
Online discussion of material posted.

Week Three:
- Phonics and Special Education Students.

Other Assignments
Online discussion of posted material.

Week Four:
- I.E.P.'s for reading disabilities
  - Goals
  - Objectives
  - Accommodations
- Reading Fluency and Special Education Students.

Required Readings
Article on reading and special education students.

Other Assignments
One page written response.

Week Five:
- Reading group approaches and lesson plans.
- Vocabulary Development and Special Education Students.

Other Assignments
Online discussion of posted material.

Week Six:
- Comprehension and Special Education Students.

Assigned Readings
Article on comprehension and special education students.

Other Assignments

One page written response.
Final Assignment

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
Week One: ● Review syllabus. ● Review of specific learning disabilities. ● Research, theory, and best practices in reading. **Other Assignments** Online discussion of material posted.	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
Week Two: ● Reading Assessments for Special Education Students. ● Phonemic Awareness and Special Education Students. **Other Assignments** Online discussion of material posted.	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
Week Three: ● Phonics and Special Education Students. **Other Assignments** Online discussion of posted material.	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5

Week Four:
● I.E.P.'s for reading disabilities
  o Goals
  o Objectives
  o Accommodations
● Reading Fluency and Special Education Students.
 	
Required Readings
Article on reading and special education students.
	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5

Other Assignments One page written response.		
Week Five: ● Reading group approaches and lesson plans. ● Vocabulary Development and Special Education Students. **Other Assignments** Online discussion of posted material.	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
Week Six: ● Comprehension and Special Education Students. **Assigned Readings** Article on comprehension and special education students. **Other Assignments** One page written response. Final Assignment	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
	*hrs are estimates	Total: 135 hours