

Literacy Instruction: Students with Disabilities Section 01

EDSE 216A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/16/2024

Contact Information

Dr. Caniglia Schulte

Office: Sweeney Hall 217

408-924-3695

sara.canigliaschulte@sjsu.edu

Course Information

Instructor:	Dr. Sara Caniglia Schulte
Office Location:	SH 217
Telephone:	(408) 924-3695
Email:	sara.canigliaschulte@sjsu.edu
Office Hours:	Online Thursday 4:30-5:30 By Appointment
Class Days/Time:	Hybrid Tuesday 4:00 – 6:45

Prerequisites:	Department or Instructor Consent
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Course Description and Requisites

Examination and application of evidence-based instructional practices for teaching reading and writing to students with disabilities.

Prerequisite(s): Department consent.

Letter Graded

Classroom Protocols

1. Arrive on time to class.
2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than ones' own. Everyone's voice is valued and we all have much to learn from each other.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.

- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

This course is intended to assist students to meet the competencies specified in the following Universal and Mild/Moderate Teaching Performance Expectations

U1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

U4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

U4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

M/M 1.2 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.

M/M1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

MM 3.1 Effectively adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). (U3.5)

M/M 4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state- adopted core curriculum.

M/M 4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.

M/M 5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Identify and implement specific evidence-based/high leverage instructional strategies for teaching reading and writing to students with disabilities in a variety of instructional settings.
2. Describe the components of explicit reading instruction.
3. Develop lesson plans that address phonemic awareness, decoding, fluency, vocabulary, and comprehension.
4. Identify assessments for language, reading, writing, and progress monitoring of student achievement in literacy.
5. Create a scope and sequence of phonics skills to provide literacy interventions to students with disabilities.
6. Deliver direct and explicit reading instruction.
7. Identify and deliver literacy supports in a variety of classroom settings and content areas.

Course Materials

Required Text:

Bursuck, W. D., & Damer, M. (2015). *Teaching reading to students who are at risk or have disabilities: A multi-tier, RTI approach*. Pearson.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments:

1. **Weekly readings and assignments** based on module and classroom content, including discussions, short quizzes and RICA practice tests. (5-15 points weekly)
2. **Student Presentations:** Each student will present on a chosen topic based on the text and course content (30 points)

3. **Instructional Enhancement**- Students will use the instructional enhancements provided in the text and apply it to combatting the Mathew Effect (30 points)
4. **Intervention Plan**-Students will choose an evidence based intervention and apply it to a specific skill citing their research to support the intervention. (40 points)
5. **3 Lesson Sequence**-Students will create a sequence of three lessons to support a specific reading skill, understanding what elements need to be presented at the beginning, middle and end of teaching the skill and what strategies are best used to enforce student learning. (50 Points)
6. **Family Resource**-Students will create an infographic reinforcing ways in which families can support their students in learning a specific reading strategy/skill. (20 points)
7. **Assessment Administration**-Students will administer two curriculum based measures for reading, comprehension and fluency. Points will be awarded for the accuracy of the data collected and recommendations for the student. (25 Points)
8. **RICA Practice Exam**-Students will complete a practice RICA assessment. Students that have already passed the RICA will receive full credit for the exam. (40 points)

✓ Grading Information

A	94 to 100%
A-	90 to 93%
B+	86 to 89 %
B	83 to 85%
B-	80 to 82%
C+	76 to 79%
C	73 to 75%
C-	70 to 72%
D+	66 to 69%
D	63 to 65%
D-	60 to 62%

F	0 to 59%
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University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Date In Person/ Asynchronous	Topics, Readings Discussions	Assignments
Week 1 1/30-2/5	In Person	Intro/Course Syllabus Overview of RICA	Getting to Know You Quiz Introductions Exit Ticket Presentation Sign up
Week 2 2/6-2/12	Asynchronous	Introduction to Explicit Reading Instruction/RTI/Essential Skills RICA Practice Tests	Read Chapter 1 Weekly Assignments
Week 3 2/13-2/19	In Person	Identify Struggling Readers/Progress Monitor	Instructional Enhancement Assignment assigned (Due 2/26) Exit Ticket
Week 4 2/20-2/26	Asynchronous	Phonemic Awareness	Read Chapter 2 Weekly Assignments

Week 5 2/27-3/4	In Person	How do I assess phonemic awareness? How do I teach phonemic awareness?	Intervention plan Assigned (Due 3/25) Exit Ticket
Week 6 3/5-3/11	Asynchronous	Beginning reading/Early Decoding RICA Questions	Read Chapter 3 Weekly Assignments
Week 7 3/12-3/18	In Person	Assess reading skills/Teach reading skills	Intervention plan (Due 3/25) Exit Ticket
Week 8 3/19-3/25	Asynchronous	Dyslexia Modules RICA Questions	Read Chapter 5 Weekly Assignments
Week 9 3/26-4/1	In Person	Assess/Teach Dyslexia SEL/Trauma Informed	Exit Ticket
Week 10 SPRING BREAK	No Class		
Week 11 4/9-4/15	In Person	Reading Fluency Assess/Teach Reading Fluency	Family Resource Group Project Due 4/15 3 Lesson Sequence Assigned due 5/6 Exit Ticket
Week 12 4/16-4/22	Asynchronous	Reading Comprehension RICA Questions	Read Chapter 7 Weekly Assignments
Week 13 4/23-4/29	In Person	Assess/Teach Reading Comprehension CBM In Class- administer and analyze	CBM Assessments Due 5/7 (discuss in class) Exit Ticket

Week 14 4/30-5/6	Asynch	Vocabulary Instruction/Advanced Word Reading	Read Chapters 4 & 6
Week 15 5/7-5/13	In Person	Assess/Teach Vocabulary/Spelling	Exit Ticket
Week 16	Final Exam	RICA Practice Exam	Due May 14th