

RDG 308

Diagnosis and Correction of Learning Differences in Reading

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e, providing structured opportunities for
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology

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A variety of learning methods will be employed in all formats of this course. The assignments are designed to be relevant to learn and the classroom. As the emphasis of this course is on teaching the subject area of reading development, assessment, instruction, and intervention for school-aged students. Strategies employed will include differentiated instruction, collaborative activities, and personalized learning and feedback.

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Obtain foundational knowledge about the six components of reading instruction that make-up the science of reading.

Understand your role as a diagnostician by becoming familiar with a variety of reading assessments and developing an understanding of how to gather, analyze, and apply assessment data for instructional purposes.

Learn your role in the RTI/MTSS process, and gain insight into intensive, targeted intervention strategies in the area of reading.

Develop a solidified understanding instructional of best practices and

linguistic, cultural, developmental, and learning differences.

Apply your understanding to develop comprehensive, collaborative plans to address students' instructional needs.

Develop your skills in implementing evidence-based reading strategies and interventions for diverse learners, with an emphasis on the six pillars of reading instruction: Oral Language, Phonemic Awareness, Fluency, Vocabulary and Comprehension.

Develop skills in implementing reading strategies and interventions for diverse learners, with consideration and manipulation of the learning environment.

Employ data collection and analysis techniques for assessment and progress monitoring within the Multi-tiered System of Support (MTSS) model and for students with Individualized Education Plans (IEPs).

By integrating course content, you will create a multi-faceted literacy instructional plan. You will select a student who is struggling with reading as a case study. Then, you will write an instructional plan for the student you selected that includes the following:

1. An overview of the student you selected and what it is that they are struggling with, based on the description provided. Be sure you include which of the six components of reading that the student needs focused intervention, to support his/her reading development.
- 2.

Below is the rubric that will be used to evaluate the SEA.



<p>emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>					
<p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>		<p>Objectives are missing or largely incomplete.</p> <p>Instructional techniques are missing or largely incomplete.</p>	<p>One or two instructional objectives are written and somewhat target the reading needs of the student based on the case study portrait. The objectives outline learning goals, not merely activities.</p> <p>Five or less instructional techniques are described (two or less per objective). They reflect best practices for reading instruction. Each</p>	<p>Three instructional objectives are written and somewhat target the reading needs of the student based on the case study portrait. The objectives outline learning goals, not merely activities.</p> <p>Six instructional techniques are described (two per objective). They reflect best practices for reading instruction. Each instructional technique relates to the specific reading</p>	<p>Three instructional objectives are written and specifically target the reading needs of the student based on the case study portrait. The objectives are of high quality and outline learning goals, not merely activities.</p> <p>Six instructional techniques are described (two per objective). They are of high quality and reflect best practices for reading instruction. Each instructional technique appropriately targets the specific reading needs of</p>

			instructional technique relates to the specific reading needs of the student, as described in the case study portrait.	needs of the student, as described in the case study portrait.	the student, as described in the case study portrait.
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The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Common Core Standards are missing or are not aligned with reading growth.

Parent communication





