# UNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#1v1yuxt): please read.

**N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course or program](#gjdgxs) | ELED 326: ASSESSMENT AND INTERVENTION IN LITERACY- TIER 2 |  |
| [Replacing](#3znysh7)  |  |
| A.2. [Proposal type](#2et92p0) | **Course: creation**  |
| A.3. [Originator](#1t3h5sf) | **Natasha Axelson****Carolyn Obel-Omia** | [Home department](#4d34og8) | **Elementary Education** |
| A.4. [Context and Rationale](#2s8eyo1)  | The Elementary Education Department has carefully reviewed the course sequence in the Elementary Education program. Some new courses have been added, and existing courses re-sequenced and modified to provide learning opportunities that mirror the changing field of elementary education in RI and across the country, especially its integration with Special Education. The new sequence of literacy courses consists of three new Elementary Education literacy courses and a revised Special Education literacy course. The proposed new course (ELED 326 Assessment and Intervention in Literacy- Tier 2) is the third in a series of three Elementary Education literacy courses. This course responds to MTSS/RtI guidelines that require classroom teachers to provide Tier 2 interventions. ELED 326 shows Teacher Candidates (TCs) how to address students with literacy problems in both reading and writing. Special emphasis is placed on how a classroom teacher can identify specific student needs in literacy and respond at the Tier 2 level. TCs must be able to use data to make instructional decisions related to what skill will be the focus of the intervention and what research-based intervention will be implemented. TCs will explore using a number of interventions recommended by NCII, AIR, and CEEDAR with small groups of students in the elementary setting.  |
| A.5. [Student impact](#17dp8vu) | This course is included as a part of the revised ELED BS with a Concentration in Special Education major. A key aspect of the course is to help candidates to become reflective practitioners. TCs will engage in experiential learning as the RtI process will be replicated using the practicum students’ data. TCs will leave this class with an understanding of the MTSS/RtI process and how the classroom teacher fits into that process. TCs will also have experience with multiple tools including diagnostic assessment and Tier 2 interventions related to specific learner needs. |
| A.6. [Impact on other programs](#4f1mdlm)  | **none** |
| A.7. [Resource impact](#2u6wntf) | [*Faculty PT & FT*](#19c6y18):  | No impact. |
| [*Library*:](#3tbugp1) | No impact other than changing reserves. |
| [*Technology*](#28h4qwu) | Classrooms with technology tools such as document cameras, white boards, and iPads will be needed to meet the RIDE recommendations of integrating more technology into the program. A SWIVL is highly recommended for recording interventions in practicum. |
| [*Facilities*](#nmf14n): | No impact. |
| A.8. [Semester effective](#lnxbz9) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#lnxbz9) |  |

B. [NEW OR REVISED COURSES](#37m2jsg)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#1mrcu09))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#35nkun2)  |  | ELED 326 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#1ksv4uv)  |  | Assessment and Intervention in Literacy- Tier 2 |
| B.4. [Course description](#44sinio)  |  | Teacher Candidates will determine the need for Tier 2 support.  They will identify and implement reading interventions and monitor student growth using aligned progress monitoring tools and normed growth criteria.   |
| B.5. [Prerequisite(s)](#2jxsxqh) |  | **ELED 222 with a minimum grade of B-** |
| B.6. [Offered](#46r0co2) |  | **Fall | Spring |**  |
| B.7. [Contact hours](#3j2qqm3)  |  | **4** |
| B.8. [Credit hours](#1y810tw) |  | **4** |
| B.9. [Justify differences if any](#4i7ojhp) |  |
| B.10. [Grading system](#111kx3o)  |  | **Letter grade** |
| B.11. [Instructional methods](#2xcytpi) |  | **Lecture and Practicum**  |
| B.12.[Categories](#1ci93xb) |  | **Required for major** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#3whwml4)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO**  |
| B.15. [How will student performance be evaluated?](#2bn6wsx) |  | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work |Quizzes |****Performance Protocols**  |
| B.16. [Redundancy statement](#qsh70q) |  |  |
| B. 17. Other changes, if any |  |

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| B.18**.** [**Course learning outcomes**](#3as4poj)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#1pxezwc)**, if relevant** | [**How will each outcome be measured**](#49x2ik5)**?** |
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| 1. Develop a general understanding of the knowledge, skills, and professional dispositions needed to successfully negotiate Tier 2 interventions | RIPTS 1,2, 4, 6, 10ILA 1.1, 1.3 | Tier 2 Case StudiesData meetings observations and write-upsRtI observations and write-ups |
| 2. Select and implement appropriate assessments in order to monitor progress | RIPTS 9ILA 2.1, 3.1, 3.2, 3.3. 3.4 | Tier 2 Case Studies |
| 3. Use assessment data to evaluate and modify instructional practices | RIPTS 9ILA 3.4 | Tier 2 Case Studies |
| 4. Identify, gather, and analyze data from other sources (i.e. diagnostic assessments, student work samples, and  professional resources) to support instructional plans and the individualization of interventions | RIPTS 9ILA 2.1, 2.2, 2.3 | Data meeting observations and write-upData analysis quizTier 2 Case Studies |
| 5. Analyze fidelity checklists to determine the degree to which Tier 2 interventions are implemented as intended and make recommendations about how to improve Tier 2 instruction. | RIPTS 1-6, 9ILA 3.3, 3.4 | RtI observations and write-upTier 2 Case StudiesFidelity checklist quiz |
| 6. Implement digital age assessment/progress monitoring tools to support the learning of students identified for Tier 2 and Tier 3 interventions | RIPTS 1-6, 9ILA 2.2, 2.3 | Tier 2 Case Studies |
| 7. Use technology to communicate data to other professionals and families | ILA 2.2, 2.3ISTE 1 | Tier 2 Case Studies |
| 8. Reflect on their own biases and develop a deeper awareness of their own worldviews, the experiences of other cultures and the impact of poverty on learning | RIPTS 1ILA 2.2, 2.3 | Reflection paper |
| 9. Develop the knowledge, skills, and practices embedded in key Rhode Island educational initiatives and Rhode Island educational laws and policies related to the academic aspects of literacy assessment and intervention | RIPTS 10, 11ILA 2.2, 4.1, 4.2, 4.3 | Tier 2 Case StudiesPLP assessment |
| 10. Collaboratively contribute to ongoing inquiry with colleagues and mentors to improve literacy instruction. | RIPTS 7ILA 3.4 | Data meeting observation and write-upRtI observations and write-upsPracticum experience |

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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. What is Tier 2 reading instruction?
	1. Models of differentiation and tiered instruction
	2. National Center for Intensive Intervention- What does Tier 2 instruction look like, and why do we need it?
2. Determining the need for Tier 2 instruction
	1. School-wide vs. classroom-wide data
	2. Screeners vs. diagnostic tests
	3. Differentiation guided by assessment
3. Skill focus of Tier 2 interventions
	1. Dr. Devin Kearns’ Literacy Continuum
	2. Louisa Moats’ hourglass of literacy skills
	3. Diagnostics that guide Tier 2 interventions
4. Interpreting and using diagnostic data
	1. Case Studies of collective data analysis
	2. Determining what diagnostic results mean
	3. Matching diagnostic results to specific skill areas
5. Tier 2 reading interventions and progress monitoring tools
	1. Selecting interventions
	2. Selecting progress monitoring tools
	3. NCII Tier 2 intervention tools chart: critiquing interventions with evaluative criteria
	4. Practice with PALS, DIBELS, Vanderbilt progress monitoring measures
6. Tracking Data
	1. Using the NCII graphing tool
	2. Interpreting student growth using nationally normed growth rates
7. DBI decision making at the Tier 2 level
	1. Fidelity checklist
	2. Valid and reliable data
	3. How to know when to adjust the Tier 2 intervention
8. Quantitative adaptations
	1. Setting
	2. Time
9. Qualitative adaptations
	1. Program
	2. Skill
	3. Engagement
10. The PLP
	1. RIDE PLP guidelines
	2. Monitoring a PLP
	3. Reporting a PLP
	4. Discontinuing a PLP
11. Dyslexia legislation
	1. What is dyslexia?
	2. Review research base behind explicit, systematic phonics instruction
12. Transitioning to Tier 3
	1. Decision making: When is Tier 2 not enough?
	2. Case Study analysis
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## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

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| Name | Position/affiliation | [Signature](#_3l18frh) | Date |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Julie Horwitz/Gerri August | Co-Dean of Feinstein School of Education and Human Development |  |  |

##### D.2. [Acknowledgements](#vx1227): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
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