# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page

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| A.1[. Course or program](#_heading=h.gjdgxs) | READ 629 Literacy Practicum for Assessment and Intervention | | | | |  |
| [Replacing](#bookmark=id.2et92p0) | READ 629 Remedial Reading Clinic | | | | |
| Academic Unit | School of Education | | | | |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: revision | | | | |
| A.3. [Originator](#bookmark=id.4d34og8) | Natasha Feinberg | | [Home department](#bookmark=id.2s8eyo1) ELED | |  | |
| A.4. [Rationale](#bookmark=id.17dp8vu)  Additional Information for [new programs](#bookmark=id.tyjcwt) | The purpose of this proposal is to change the name of READ 629 from Remedial Reading Clinic to READ 629 Literacy Practicum for Assessment and Intervention. This change in name will reflect how the instruction provides an intensive practicum experience that focuses on the use of targeted, research-based interventions. This practicum experience extends beyond the instruction of reading strategies to include assessment and data analysis that will then guide reading intervention. Students will work with elementary students from diverse backgrounds and implement the knowledge they have gained in the two prerequisite classes. The syllabus will include the incorporation of High Quality Curriculum Materials (HQCM) within the tutoring plan. | | | | | |
| A.5. [Student impact](#bookmark=id.2u6wntf) | Students will have practicum experience utilizing HQCM and research-based interventions at the Tier 2 and 3 levels. This will have a positive impact on RIC students as they will be prepared to accurately and appropriately assess their own students for language-based learning differences including dyslexia. This will ultimately empower them as educators, to provide services following best practices in the field of education as it relates to literacy instruction, assessment, and identification of student exceptionalities. | | | | | |
| A.6. [Impact on other programs](#bookmark=id.19c6y18) | None | | | | | |
| A.7. [Resource impact](#bookmark=id.3tbugp1) | [*Faculty PT & FT*](#bookmark=id.3rdcrjn): | Co-taught Natasha Feinberg and Cara McDermott-Fasy, summer 2, 6 credits | | | | |
| [*Library*:](#bookmark=id.26in1rg) | None | | | | |
| [*Technology*](#bookmark=id.lnxbz9) | None | | | | |
| [*Facilities*](#bookmark=id.35nkun2): | None | | | | |
| A.8. [Semester effective](#bookmark=id.28h4qwu) | Summer 2022 | A.9. [Rationale if sooner than next Fall](#bookmark=id.28h4qwu) | |  | | |

## B. NEW OR REVISED COURSES

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|  | Old ([for revisions only](#bookmark=id.nmf14n)) ONLY include information that is being revised, otherwise leave blank | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| B.1. [Course prefix and number](#bookmark=id.44sinio) |  | READ 629 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh) | Remedial Reading Clinic | Literacy Practicum for Assessment and Intervention |
| B.4. [Course description](#bookmark=id.z337ya) | Emphasis is on the diagnosis and treatment of reading difficulties students gain proficiency in using strategies for overcoming reading difficulties and practice these techniques in a six-week summer reading clinic. | Emphasis is on the assessment of and intervention for dyslexia and reading difficulties. Students apply knowledge of assessment, data analysis, and literacy intervention in a six-week summer reading clinic. |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) | Graduate Status | Graduate status; READ 534 and SPED 546 |
| B.6. [Offered](#bookmark=id.37m2jsg) |  | Summer |
| B.7. [Contact hours](#bookmark=id.4i7ojhp) |  | 6 |
| B.8. [Credit hours](#bookmark=id.2xcytpi) |  | 6 |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |  | |
| B.10. [Grading system](#bookmark=id.1mrcu09) |  | Letter grade |
| B.11. [Instructional methods](#bookmark=id.3whwml4) |  | Practicum | Lecture | Small group | Individual | |
| B.11.a [Delivery Method](#bookmark=id.3whwml4) | On campus | hybrid |
| B.12.[Categories](#bookmark=id.2bn6wsx) |  | Required for program |
| B.13. [How will student performance be evaluated?](#bookmark=id.qsh70q) |  | Attendance | Class participation | Exams | Presentations | Papers |  Class Work | Quizzes |  Performance Protocols | Projects | |
| B.14. [Redundancy with, existing courses](#bookmark=id.3as4poj) |  | None |
| B. 15. Other changes, if any |  | |

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| B.16. [Course learning outcomes](#bookmark=id.1pxezwc): List each outcome in a separate row | [Professional organization standard(s)](#bookmark=id.49x2ik5), if relevant | [How will each outcome be measured?](#bookmark=id.2p2csry) |
| 1. Select, administer, and interpret a battery of literacy assessments (print and electronic) in order to drive planning and evaluation of instruction. | ILA 3.1, 3.2, ​3.3, 7.1, 7.2, 7.3  RIPTS 9.1,​ ​9.3  IDA KPS 3 | Selection and implementation of High Quality Instructional Materials  ​Small​ ​Group Instruction  Case​ ​Study​ ​Reports |
| ​2.​ ​Use​ ​professional​ ​judgment​ ​and​ ​practical​ ​knowledge ​ ​to​ ​synthesize​ ​a​ ​body​ ​of​ ​evidence​ ​into​ ​recommendations ​ ​that​ ​support​ ​literacy​ ​development. | ILA 1.3,​ ​3.3, 7.1, 7.3  RIPTS ​9.5,​ ​9.7  IDA KPS 3 | Selection and implementation of High Quality Instructional Materials  ​Small​ ​Group Instruction  ​Anecdotal​ ​Notes  ​Case​ ​Study​ ​Reports |
| 3.​ ​Implement structured literacy​ ​instruction​ ​ ​ ​to target​ decoding,​ ​language​ ​development, ​ ​comprehension,​ ​strategic​ ​knowledge,​ ​and reading-writing ​ ​connections.  ​ | ILA 2.1,​ ​2.2, 7.1, 7.2, 7.3, 7.4  RIPTS 5 , ​2.1, ​ ​2.2  IDA KPS 4 | Selection and implementation of High Quality Instructional Materials  ​Peer​ ​Team​ ​Reflection  ​Small​ ​Group Instruction  ​ ​Anecdotal​ ​Notes  Case​ ​Study​ ​Reports |
| 4.​ ​Select​ ​and​ ​use​ decodable​​ ​texts​ ​for ​ ​instructional​ ​purposes​ ​and​ ​to​ ​elicit​ ​student ​ ​engagement, ​​motivation,​ ​and​ ​interest ​ ​in​ ​literacy.​ ​Draw​ ​from​ ​traditional​ ​print​ ​and​ ​digital ​ ​resources.  ​ | ILA 2.3 , ​2.2, 7.1, 7.3  RIPTS 2.3  IDA KPS 4 | Selection and implementation of High Quality Instructional Materials  ​Peer​ ​Team​ ​Reflection  Co-teaching  ​ Case​ ​Study​ ​Reports |
| 5.​ ​Analyze​ ​and​ ​sensitively​ ​communicate​ ​assessment ​ ​results​ ​to​ ​appropriate​ ​audiences​ ​for​ ​relevant ​ ​implications,​ ​instructional​ ​purposes,​ ​and​ ​accountability. | ILA ​3.4  RIPTS 8, ​ ​9.6  IDA KPS 3 | Selection and implementation of High Quality Instructional Materials  Peer Team Reflection  Small Group Instruction  Anecdotal Notes  Case Study Reports  Parental conferences |
| 6.​ ​Recognize, ​​understand,​ ​and​ ​value​ ​diversity​ ​in​ ​the ​ ​process​ ​of​ ​learning​ ​to​ ​read​ ​and​ ​write:​ ​developing​ ​and ​ ​implementing​ ​strategies​ ​that​ ​advocate​ ​for​ ​equity​ ​and ​ ​supporting​ ​caregivers​ ​and​ ​colleagues​ ​with​ ​addressing the​ ​differing​ ​needs​ ​of​ ​diverse​ ​learners. | ILA 4.1,​ ​4.2,​ ​4.3  RIPTS 4.1 , ​4.2 , ​ ​4.4  IDA KPS 4 | Program Peer​ ​Team​ ​Reflection  ​Small​ ​Group Instruction  ​Co-teaching  ​Anecdotal​ ​Notes  Case​ ​Study​ ​Reports  Parental Conferences |
| 7.​ ​Design​ ​the​ ​physical​ ​and​ ​social​ ​environment​ ​in​ ​order ​to:​ ​a)​ ​optimize​ ​student​ ​agency;​ ​b)​ ​encourage ​ ​student​ ​engagement​ ​in​ ​reading​ ​and​ ​writing​ ​instruction; ​ ​and​ ​c)​ ​ensure​ ​student​ ​progress​ ​toward​ ​differentiated ​ ​instructional​ ​goals. | ILA 5.1,​ ​5.2, ​ ​5.3, ​ ​5.4  RIPTS 6.1,​ ​6.2, ​ ​6.4, 7.17.2, 7.3, 7.4  IDA KPS 3 | Program Peer​ ​Team​ ​Reflections  Co-teaching  Case​ ​Study​ ​Reports  ​ |
| ​ ​8.​ ​Maintain​ ​positive​ ​dispositions​ ​related​ ​to​ ​the ​ ​teaching​ ​of​ ​literacy:​ ​demonstrating​ ​effective ​ ​interpersonal,​ ​leadership,​ ​and​ ​communication ​ ​skills.​ ​Pursue​ ​and​ ​support​ ​professional​ ​knowledge. | ILA 6.2, 7.2, 7.4  RIPTS 11.1, ​11.4,​ ​11.5  IDA KPS 1,2,3,4 | All assignments |

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| B.17. [Topical outline](#bookmark=id.147n2zr): |
| 1)Overview of Clinic   * 1. Who are we serving and why?   2. Become familiar with location, set up materials   3. ILA Standards for Reading Specialists and Elementary/Intermediate Classroom Teachers  1. Establish rapport and community    1. Meet student and parents    2. Initial parent interviews 2. Assessment of students    1. DIBELS    2. Quick Phonics Screener    3. TOWL    4. Additional diagnostic assessments as determined by teacher 3. Intervention Plan    1. Determine instructional focus on the literacy continuum through data analysis    2. Decide on which intervention will best address that skill set using RIDE’s or Feinberg’s menu of options drawing from NCII website    3. Choose a coinciding progress monitoring tool 4. Goal setting    1. Nationally normed growth rates    2. Establishing an aim line    3. Determining growth rate 5. Fidelity of the Intervention    1. Time    2. Delivery    3. Frequency 6. Sharing of Student Reading Evaluation    1. Parent meeting    2. Sharing and analysis with team of professionals (peers)    3. Recommendations for home and school |

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

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| Name | Position/affiliation | [Signature](#_heading=h.2lwamvv) | Date |
| Natasha Feinberg | Interim Program Director of M.Ed. in Reading | **Natasha J. Feinberg** | **1/8/21** |
| Carolyn Obel-Omia | Chair of ELED | **Carolyn Obel-Omia** | **1/8/21** |
| Jeannine Dingus-Eason | Dean of FSEHD | ***Jeannine E. Dingus-Eason*** | **1/11/21** |

##### D.2. [Acknowledgements](#bookmark=id.vx1227):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

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| Name | Position/affiliation | [Signature](#bookmark=id.3fwokq0) | Date |
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