



Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # 229
College: Education	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: Ed. Studies: Elementary and Early Childhood	<input type="checkbox"/> Graduate	Academic Year 05-06
Program: Elementary Education	CIP # 13.1202	(For Office Use Only)
Type of Change: COURSE PROPOSALS		Course Designator
Proposed: Change in Credits and Title		and Number
Title Current: Literacy Interventions		Number of Credits
Title Proposed: Reading Interventions		EEC 421 2
24-Char. Abbrev: Reading Interventions		3
		(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Research-based best assessment and intervention strategies in the 5 areas of reading for assisting struggling readers as well as ELL students be successful with text. Intervention programs will be addressed concerning advantages and disadvantages, along with technology interventions

Rationale or Justification for change:

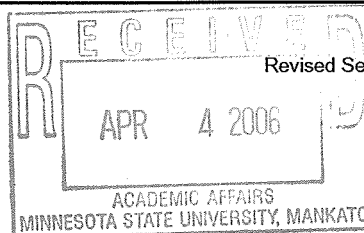
Credits are being realigned to allow for more credits in reading, an area being emphasized by schools, state policy makers, and national standards. Title is being changed to reflect this emphasis.

For General Education or Cultural Diversity Courses Only

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
N/A		<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
N/A		<input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
N/A		
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes associated with each GE competency or CD designation.		
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

For New Courses

(Check all that apply):	Instructional Type: Lecture	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes.		
c. A list of resources required to offer and support this course.		
d. A description of how teaching this course will affect department staffing.		
e. If 400/500 level course, an explanation of added expectations of graduate students.		





Minnesota State University, Mankato
Curriculum Proposal

*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or **reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Tim Ballard 3-6-06
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3/6/06
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 4-4-06
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 5/6/06
 UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 5/17/06
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 5/17/06
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Minnesota State University
Teaching Reading Interventions EEC 421
Spring 2006

Course Instructor: Marjorie A. Johnson
Department of Educational Studies; Elementary and Early Childhood
M. Johnson 507 389 5704 marjorie.johnson@mnsu.edu
Departmental Office: 328F
Office Hours:
M 11:00-12:00 T Normandale W by appointment R 3:30-5:00 F by appointment

Course Description: Pre service teachers will learn assessment and effective research based intervention instructional practices for working with students determined to be at risk for reading failure

Standards of Effective Practice: To be reviewed in class

Content Standards: to be reviewed in class

Conceptual Framework: The College of Education's "Conceptual Framework" is a philosophical statement which emphasizes:

- Collaboration and connectedness to students, schools, neighborhoods, and community
- Passion and proficiency in content with pedagogy and purpose
- Learner centered pedagogy
- Continued growth through seeking new knowledge
- Reflection and problem solving
- Establishment of diverse learning communities
- Responsibility for educating growing communities of color and English Language Learners

Required Text: Put Reading First The Research Building Blocks for Teaching Children to Read ; National Institute for Literacy; 2001. To be downloaded from the website: www.nifl.gov.

Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers; Tyner, Beverly; International Reading Association; October 2004.
Reciprocal Teaching at Work; Ockzus, Lori D.; International Reading Association; October 2003.

Recommended Text: Guided Reading Good First Teaching for All Children; Fountas, Irene and Pinnell, Gay Su; Heinemann, 1996.

Course Objectives: Pre-service teachers will:

- use current reading research to determine effective instructional practices for students determined to be a risk for reading failure.
- evaluate at risk students using baseline, on-going, and benchmark assessments.
- develop differentiated reading lessons based on assessment and student need

- incorporate Reading First instructional components into small group instruction to accelerate the at-risk reader.
- participate in micro-teaching small guided reading lessons which consider accommodations/recommendations for management of a classroom of students.
- realize that the classroom teacher is responsible for student reading outcomes and when need arises, is responsible for referral of students for special needs assessment.

Instructional Strategies: Students will create lessons, participate in lecture, review research journal to determine current effective instructional practices, write reflection papers, participate in co-op group study process, class presentations, and class discussion.

Special Accommodations: Every attempt will be made to accommodate students with disabilities. If you are a student with a disability, please contact the Disability Service Office at 507 389 2825 as soon as possible.

Diversity: Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have opportunity to meet their learning potentials. Course content includes instruction in the types of sheltered language experiences necessary for students of all learning backgrounds to excel.

Definition of comprehensive, scientifically based reading instruction:

“Comprehensive, scientifically based reading instruction” includes a program or collection of instructional practices that is based on reliable, valid evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, instruction in five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student’s reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills (2005 MN 122A.06 subd 4)

Course Requirements:

- Participation in research study group
- Development of reading intervention mini-lessons with recommendations and activities for classroom use
- Poster Presentation of co-op group recommendations and activities
- Individual, co-op group and self assessment
- Midterm and Final exam
- Attendance and active participation

Grading Scale:

- A Work of exceptional quality 90-100%
- B Work of better than average quality 80-89%
- C Work of average quality 70-79%
- D Work of below average quality 60-69%
- F Work of unacceptable quality below 60%

It is expected that assignments are handed in on date due. No credit will be given for late work. Students are required to attend all class periods, if an illness occurs, call the instructor BEFORE the scheduled class time.

Rubric for Study Groups and Written Reports:

- 4 Excellent** based on
 - the Six Trait writing rubric,
 - correlation of lesson elements to class lecture and readings with integration of current research data,
 - ease of lesson reproduction by peers,
 - consideration for lesson differentiation for use in flexible guided reading groups
 - Statement of assessment for lesson presented
- 3 Above Average** per outlined above
- 2 Average** per outline above
- 1 Below Average/Unacceptable** per criteria outlined above

Class Schedule:

This schedule offers a flexible format for class instruction, it is subject to change and will be amended/updated as required.

Week	Lecture Topic	Student Plan
January 16	No class MLK Holiday	
January 23	Intro to one another Intro to Literacy Reading First initiatives and components as applied to effective instruction in the 5 areas: Phonemic Awareness Phonics – Analytical, Synthetic & Making Words, etc. Fluency – Sight Vocab., Repeated Rdg. & Choral Rdg., etc. Vocabulary Text Comprehension	~Hello statement and photograph (5 points) ~ Download Put Reading First (5 points) ~ In class review. Put Reading First ~ O.Y.O. Read first 3 chapters of Tyner 1, Beginning Reading Instruction and the Small-Group Differentiated Reading Model 2 Planning for Instruction and Assessing Student Progress for Small groups 3. Instructional Strategies for Small groups -Discussion How do you manage differentiated reading groups? -10 points-
January 30	Interventions Classroom Informal Reading Inventories	Quiz – 5 Areas of Rdg. ~Create Co-op Groups brainstorm Phonemic

	Assessment Intro to Q.R.I. Small Group Differentiation Instructional Strategies	Awareness, Word Recognition, Phonics Activity ~In-class: Read and review journal article #1 (10 points) ~O.Y.O. Read Chapter 4,5 -10 points-
February 6	Emergent Reader Definitions and Effective Research-based Instructional Strategies Beginning Reader Definitions and Effective Research-based Instructional Strategies	~Quiz Ch 1,2,3 and <u>Put Reading First</u> (25 points) ~In class: 15 minutes to work with co-op group on small group reading activity plan (apply Reading First instructional strategies to lessons developed for Stage 1 and Stage 2 Readers) -25 points-
February 13	Fledgling Reader Definitions and Effective Research-based Instructional Strategies	~ Strategic Activities Presentations from Co-op Groups (15 points) Vocabulary, Fluency ~In-class: 15 minutes to work with Co-op Group on small group reading activity plan (apply Reading First instructional strategies to lessons developed for Stage 3 Readers) Assignment due: Journal Article #2 (10 points) -25 points-
February 20	Sum –up What, How and Why of classroom Reading Interventions -EIR -Reading Recovery Q.R.I. #2	~Quiz Chapters 3,4,5 (25 points) ~In-class: complete Q.R.I. and write recommendations for effective reading intervention of focus student. (5 points) ~Presentations from Co-op Groups (15 points) O.Y.O: Read, <u>Reciprocal Teaching</u> , Forward and

		Chapter 1 -45- points-
February 27	<p>Effective Research-based instructional practices for the 4-8 Grade at-risk reader</p> <p>Reciprocal Teaching and Q.A.R. as tools for reading comprehension</p> <p>Reading Comprehension and Higher-level Thinking using graphic organizers</p>	<p>Assignment: Journal Article #3: Graphic Organizers to increase reading comprehension. (10 points) ~Class Discussion Graphic Organizers for comprehension</p> <p>~In-Class 15 minutes to meet with Co-op Groups to plan for micro lesson on Comprehension strategies using Graphic organizers Text Comprehension -10 points-</p>
March 06	<p>Continue Comprehension Strategies and Higher Level Questioning Strategies</p>	<p>~ Mid-term In-Class Write: Small Group Differentiated Reading Comprehension instruction and Graphic Organizers (60 points) Assignment Due: Video tape of Co-op Group reciprocal teaching from non-fiction book (15 points)</p> <p>-75 points-</p>
March 13	SPRING BREAK	
March 20	Practicum Experience	Assignment: complete Q.R.I. on student during your practicum experience.
March 27	Practicum Experience	
April 03	Practicum Experience	Total Possible Points: 205
April 10		
April 17	<p>Taffy Raphael: Question-Answer-Response (Q.A.R.) as a text comprehension strategy</p>	<p>Assignment Due: Journal Article #4 Question-Answer-Response (10 points) Assignment: Bring a non-fiction book to class grade level 4-7, no more that 20 pages. (5 points)</p> <p>-15points-</p>
April 24	Genre Discussion: instructional practices specific to non-fiction material	Assignment: Bring the non-fiction book to class from last week.

		-5 points-
May 01		
May 8	Exam Week EEC Block Classes take exams according to the usual class schedule, time, and location.	Final in the form of partner Poster Session to be scheduled with instructor. (50 points)

Literacy Assessment Activity

Pre-service teachers will be trained to use Qualitative Reading Inventories (Q.R.I.), Curriculum Based Measures (C.B.M), and Early Reading Surveys to determine literacy student baseline reading levels, to continually monitor literacy student achievement, and emergent readers' literacy print concepts.

Pre-service teachers will assess at least 1 literacy student using 1 form of assessment during a classroom field experience.

Purpose: The purpose this assessment activity is to determine literacy student reading levels, monitor student achievement and knowledge of print concepts. The pre-service teacher will use this information to determine need for student intervention in the area of reading. Pre-service teachers will create/modify/differentiate lessons in accordance to determined student need based upon these assessments.

Product: Results of Q.R.I., C.B.M, and/or Early Reading Survey will be submitted in written form, stating the determined student reading level, student strengths and weaknesses in the areas of reading assessed. The areas assessed include but are not limited to word recognition, fluency, explicit and inferred text comprehension and story/event retell. The pre-service teacher product will also detail recommendations for reader intervention strategies and lesson differentiation based on student grade level and the above mentioned criteria.

Co-operative Group Activity

25%

T.L.W. participate in a co-operative group study group activities for the purpose of examining current research in the area of reading intervention. Current research will be used to create and present lessons for effective reading intervention instruction.

Activity: This activity offers the participant a long term opportunity to participate in a study group which encourages team membership. The co-operative groups will use a graphic organizer for group management structure, current reading research to develop recommendations for classroom instruction, and will create plans of action for implementing reading intervention activities into a classroom reading format.

Product: The participants will present a set of reading intervention recommendations and activities for classroom use including but not limited to:

- Definition of one area of reading instruction determined by student choice or belief of need
- A description of the co-op group's recommendations for one area of reading intervention
- Description and directions for instructional practices proven to be effective in reading intervention as verified by current reading research

- A set of actions to be taken by instructors and learners to accelerate individual student reading achievement
- An outline of the types of assessments to be used to monitor student progress in one area of reading intervention instruction
- Co-op group, individual, peer and self assessments
- Special considerations for effective instruction pertinent to English Language Learners and students of special need
- Bibliographic information

Research Journal Articles (4)

25%

T.L.W. read current reading research journals, summarize the articles, and make recommendations for classroom reading intervention use based on article particulars.

Activity: Students will seek information from current reading research journals to incorporate into chosen co-operative group discussion, summarize same and recommend strategies in the form of small group lesson plans.

Product: Presentation of micro lesson by co-op group pertaining to small group instructional, intervention strategies

Mid-term Exam 20%

Final Exam 20%

Attendance and Participation 10%

Co-op Group Product Checklist

Lesson Topic: _____

Student Names: _____

1. _____ The area of reading intervention topic is defined according to current research.

2. ____ Background information supporting the need to teach the topic is stated.
3. ____ The co-op group lesson includes recommendations/accommodations for small group differentiation.
4. ____ The co-op group product includes descriptions/directions for reproduction of instructional practices related to the reading intervention topic.
5. ____ The co-op group lesson demonstrates ideas for actions to be taken by peer teachers to accelerate individual student learning.
6. ____ The co-op group product includes an outline of correlation/supporting assessments used to monitor individual student achievement in the targeted reading intervention topic.
7. ____ The co-op group lesson has included ideas for modifications pertinent to L2 learners and students of special need.
8. ____ bibliography is included.
9. ____ All members participated equally in lesson planning and execution.
10. ____ Student learning materials are appropriate for grade level stated.

Checklist Rubric for Co-op Group Lesson

- 9-10 Excellent
- 7-8 Average
- 5-6 Unacceptable

Co-op Group Presentation Checklist

Lesson Topic: _____

Student Presenters: _____

1. ____ All members of the group participated in the presentation.

2. ____ The presentation articulates the definition of the reading intervention topic through student learning objectives.
3. ____ The presentation lesson included recommendations/suggestions that are practical for peer teachers' use.
4. ____ The lesson describes and/or gives peers concrete instructional ideas for duplication of effective instruction.
5. ____ The lesson includes assessment of objectives stated.
6. ____ The presentation includes bibliographic information.
7. ____ The lesson presentation includes modifications pertinent to L2 and special populations students.
8. ____ The lesson presentation covers content of the topic in an organized fashion.
9. ____ The lesson meets the stated objectives.
10. ____ The lesson is active and would be stimulating for students of the targeted grade level.

Co-op Group Presentation Rubric

9-10 Excellent

7-8 Average

5-6 Unacceptable

Peer Evaluator: _____

Date: _____