Prerequisite Form

Name: _____ Date Submitted: _____

Course -Look carefully at the course description and the outline of key content & objectives. Help the reviewer know how these objectives were met. Feel free to attach a brief narrative if multiple pieces are used to demonstrate that this course content is covered.	This Course is Needed Place a checkmark if you know you need to take this course	MSJ Reading Science Graduates	Graduate Course Work – Title & Year*	Trainings & Certificates – Title & Year*
RDG 505: The Psychology of Reading This course examines the psychological substructure of reading. Neural, perceptual, cognitive, and linguistic processes involved in reading development and disorders are addressed. Emphasis is placed on understanding how readers extract information from the printed page and how they comprehend text. Current research findings are discussed and considered in the context of evidence-based practice in reading instruction. **Key Content & Objectives:** - Explain basic physiology and function of the brain as the organ for learning to read. - Articulate how children learn to read related to developmental stage theory, the Simple View of Reading, and the Four Part Processor. - Explain the foundations of the science of reading and how it applies to instructional content and delivery - Describe the history and current use of reading research in the field of reading education. - Identify and describe the distinguishing characteristics of different reading disabilities and analyze how these characteristics change across develop and severity. - Explain different reading concerns and disabilities and the legal and ethical requirements to provide research aligned reading intervention plan -Key Text Used: Language at the Speed of Sight by Seidenberg		Year Completed _____ Grade: _____	*Attached transcript, and syllabus with course description. Institution: _____ Year Completed: _____ Grade: _____	*Attached completion certificate, outline of training including content covered, and how mastery was assessed. Institution: _____ Year Completed: _____ Grade: _____
RDG 540: Fluency and Comprehension This course is designed to teach how to implement research-based instructional practices to build children's fluency and comprehension skills. Participants learn the key research findings for teaching fluency, vocabulary, and comprehension; understand how to evaluate and improve current instructional practices; and acquire specific research based instructional		Year Completed _____ Grade: _____	*Attached transcript, and syllabus with course description. Institution: _____	*Attached completion certificate, outline of training including content covered, and how mastery was assessed. Institution:

strategies and interventions to develop fluency, vocabulary, and comprehension skills. **Key Content & Objectives:** - Explain the key terminology and research findings surrounding the development and teaching of reading fluency, vocabulary, and comprehension. - Explain and apply the major factors that influence the development of fluency, vocabulary, comprehension, and writing through discussion boards and lesson plans. - Describe the benefit of directly teaching fluency and comprehension skills in the reading process to all children including children from culturally and linguistically diverse backgrounds. - Evaluate and improve current teaching practices and analyze a school's current reading instruction. - Learn and teach specific research-based instructional strategies to improve reading fluency, vocabulary, comprehension, and writing.		Year Completed: _____ Grade: _____	_____ Year Completed: _____ Grade: _____
RDG 536: Data Based Decision Making I This course addresses the use of formal and informal assessment procedures used to design robust reading instruction/intervention for children in preschool through high school. This course serves as a specialized, advanced training in assessment, diagnosis and the remediation of reading problems. **This is a key course in our program and one that is not often found in other programs.** **Key Content & Objectives:** -Describe & Analyze the relationship between instruction and assessment for educational decision-making. - Describe & Analyze the MTSS model components, history, and appropriate use for prevention and remediation of reading problems. - Use the Simple View of Reading and Collaborative Problem-Solving models to generate assessment questions - Describe the elements of explicit reading instruction for all students across grade levels. - Demonstrate knowledge of types and purposes of assessments. - Demonstrate knowledge of how to evaluate the psychometric properties of different reading assessments. - Demonstrate how to correctly give and score standardized tests. - Demonstrate how to use screening data to answer and refine assessment questions.	Year Completed _____ Grade: _____ *Note: Previously called RDG 538: Diagnosis & Remediation of Reading Problems – this MSJ course would count for 536.	*Attached transcript, and syllabus with course description. Institution: _____ Year Completed: _____ Grade: _____	*Attached completion certificate, outline of training including content covered, and how mastery was assessed. Institution: _____ Year Completed: _____ Grade: _____

- Demonstrate how to evaluate the effectiveness of tier 1, 2, & 3 reading instruction. - Demonstrate how to select diagnostic assessments to answer questions developed from screening data within the collaborative problem-solving model. - Demonstrate how to Use diagnostic data in the problem-solving process to analyze the problem and choose research-based assessment practices that are linked to instruction and intervention - Demonstrate skills in analyzing and creating interventions for children in grade preK – 12th grade including those from culturally and linguistically diverse back grounds. - Demonstrate moderate-high level consultation techniques for empowering parents as equal partners in assessment and educational decision making - Demonstrate skills in monitoring the progress of instruction, adjust instruction, applying decision rules, and intensify instruction in a MTSS model. - Demonstrate the ability to integrate qualitative and quantitative evaluation techniques. - Describe the use of direct assessment data in the collaborative problem solving model to determine eligibility for special education including identification of dyslexia. - Demonstrate moderate-high level consultation techniques for empowering parents as equal partners in assessment and educational decision making - Demonstrate skills in understanding and ethically describing assessment results to a variety of stakeholders through writing, conversation, and graphic data for all children including those from culturally and linguistically diverse backgrounds. - Analyze the system-level barriers to implementing MTSS				
RDG530: Phonics and Linguistics This course teaches the fundamental principles and concepts of the structure of language. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Students also study the linguistic and cognitive bases of reading. This course is connected to our RDG 591 Orton Gillingham course (part 1 of OG training). **Key Content & Objectives:** -Deep reading of Speech to Print, 3rd edition by Moats (2020)		Year Completed _____ Grade: _____	*Attached transcript, and syllabus with course description. Institution: _____ Year Completed: _____ Grade: _____	*Attached completion certificate, outline of training including content covered, and how mastery was assessed. Institution: _____ Year Completed: _____

				Grade: _____
- Articulate how scientific research has affected the practice of teaching reading, spelling, and writing. - Identify and describe letter-sound correspondences. - Accurately produce the sounds in English. - Describe the role of language skills in reading, spelling, and writing. - Explain the causal role of phonological awareness in learning to read. - Articulate the difference between phonological awareness and phonics. - Identify and describe how to measure phonological awareness skills. - Identify the steps of phonological awareness and phonics development. - Recognize patterns and constraints on letter sequences in English orthography. - Explain the importance of morphology for reading and spelling				
RDG 591: Evidence Based Practicum 1 (Orton Gillingham Training) In this course, students implement a research based intervention to an individual who is struggling with early reading skills. Emphasis is placed on the instructional strategies appropriate for use in effective intervention design and implementation. This practicum course includes three components: 1) learning the Orton-Gillingham method of reading intervention, 2) completion of tutoring hours and 3) supervision. To meet the requirements of this course, training in a structured literacy approach to reading is required. Orton Gillingham training is preferred, but other structured literacy approaches will be considered (eg. Corrective Reading). A supervised practicum is required.		Year Completed _____ Grade: _____	*Attached transcript, and syllabus with course description. Institution: _____ Year Completed: _____ Grade: _____	*Attached completion certificate, outline of training including content covered, and how mastery was assessed. Institution: _____ Year Completed: _____ Grade: _____

Comments/Narrative Description Explaining How Specific Course Content Is Met:

RDG 505:

RDG 540:

RDG 530:

RDG 538:

RDG 591: