NATIONAL UNIVERSITY LIBRARY

Barbara Stillwell
Teaching & Learning Librarian
Fall 2018
WHAT WE’LL DISCUSS TODAY

1. Library materials & services
2. Three easy ways to locate & use library resources for your coursework
LIBRARY STAFF

Your success is our goal
We are here for you
LIBRARY HOURS

Monday-Thursday: 10am – 10pm
Friday: 10am – 6pm
Saturday: 8:30am – 5pm
Sunday: 10am – 5pm
BORROWING & ACCESSING MATERIALS

- Print Books
  - Borrow up to 15 books
  - 4 week loan period

- E-Books, Articles, & Streaming Videos
  - Access online at any time
  - All you need to do is log in
Once you click the SSO button, enter your username and password as you would for SOAR or online classes.
DOCUMENT DELIVERY SERVICES

• Books Direct: Request print books be sent to your home, office, or local NU campus.

• Journal Direct: Request print journal articles be sent by e-mail.

• Interlibrary Loan Books: Books not owned by the library may be requested from other libraries (except textbooks).

• Interlibrary Loan Articles: Journal articles not accessible through the library may be requested from other libraries.
ITL 514: Language Literacy Assessment

WEEK THREE ASSIGNMENTS

SELF ASSESSMENT #2

Directions:

1. Review the strategies related to reading listed in the file below.
   514 Reading Strategies - Word Document (14 KB)

2. Highlight any strategies which you feel you do not know well enough to explain in a short paragraph and/or which you are unsure how to apply. Be honest with yourself! This is in preparation for your RICA exam. Fill in your knowledge gap by reviewing any of the materials in this course, your textbooks, or any of the padlets from previous ITL courses (found in Course Resources) and from the NU Databases.
FROM BLACKBOARD

Select Library Resources from the left navigation menu of your online course.
teach AND reading
National University Library Smart Search

Find articles, books, videos, and more with Smart Search. Refine your results by publication date, material type, and more.

Use the free "Sign In" link on your search results page to view more resources and save articles.

american education history

Search

Resources

- Find Articles
- A-Z Database List
- A-Z Journal List
- Request Forms
- Help (FAQ)

- Subject & Course Guides
- Citation Help (APA style, etc.)
- Student Resources
- Faculty Resources
- Training Tools

Location and Hours
National University Library
9393 Lightwave Avenue
San Diego, CA 92123
(866) 982-2337 x7900
(858) 567-0904 (Text)
refdesk@nu.edu

Regular Hours
Mon-Thu: 10 am to 10 pm
Fri: 10 am to 6 pm
Sat: 8:30 am to 5 pm
Sun: 10 am to 5 pm

2018 Holiday Hours and Closures
- Monday, January 15 - Closed
- Monday, February 19 - Closed
- Sunday, April 1 - Closed
- Monday, April 2 through Friday, April 6 - Open 10:00 am - 8:00 pm
- Saturday, April 7 through Sunday, April 8 - Closed

For more information, visit the library's website at library.nu.edu
Education

- Advanced Teaching Practices
- Applied Behavior Analysis
- Common Core Resources
- Diversity
- Early Childhood Education Resources
- Educational Administration Resources
- Educational Technology Resources
- K-12 Curriculum Resources
- NUA Student Guide
- NUA Teacher Guide
- NUVHS Teacher Guide
- School Counseling Resources
- School Psychology Resources
- Special Education Resources
- Teacher Education Resources

Subject Homepage: https://nu.libguides.com/subject_education
Develop Effective Searches

Use the following sample searches as a basis for developing your own customized searches. Modify by:

- **Population characteristic:** second language, gifted, learning disabled, gender, cultural group, etc.
- **Subject:** science, mathematics, reading, etc.
- **Level:** kindergarten, elementary, middle school, or high school

You might also consider using terms that reflect possible outcomes such as student attitudes or student motivation or achievement or rubrics.

Use of peer-review will limit results to scholarly, evidence-based articles. It will also eliminate all ERIC Documents (ED#s) from the results list.

- problem-based learning AND teaching methods
  - Add to above AND secondary AND algebra

- (cooperative learning OR group work in education) AND teaching methods
  - Add to above AND second language/limited English

- (differentiated instruction OR individualized instruction) AND teaching methods
  - Add to above AND learning disabilities

- direct instruction AND teaching methods
  - Add to above AND reading AND kindergarten
1. **Sharing Reading**: Moving beyond Tools to Create a Community of Readers
   
   By: TURNER, KRISTEN HAYLEY. Voices from the Middle. May 2017, Vol. 24 Issue 4, p36-42. 7p., Database: Education Research Complete
   
   The article describes an activity program for middle school education which asks students to share their reading.

2. **SCHOLASTIC News with Weekly Reader TEACHER'S GUIDE Vol. 74 No. 20, April 23, 2018.**
   
   
   The article presents lesson plans for reading comprehension, inference, and space exploration.

3. **SCHOLASTIC SCOPE Teacher's Guide Vol. 66 No. 7, April 2018.**
   
   
   The article presents lesson plans which teach reading and critical thinking concepts in English language.
1. Classroom Simulation to Prepare Teachers to Use Evidence-Based Comprehension Practices

By: Ely, Emily; Alvee, Kat D.; Delano, Nathan R. Journal of Digital Learning in Teacher Education, v34 n2 p71-87 2018 (EJ172847), Database: ERIC

Reading comprehension is an area of weakness for many students, including those with disabilities. Innovative technology methods may play a role in improving teacher readiness to use evidence-based...

Subjects: Simulation; Evidence Based Practice; Reading Comprehension; Disabilities; Preservice Teachers; Preservice Teacher Education; Reading Strategies; Reading Instruction; Teaching Methods; Cooperative Learning; Video Technology; Experimental Groups; Statistical Analysis; Pretests; Posttests; Teacher Education Programs; Innovation; Technological Advancement

Click to look for full text  Check Article Linker

2. Examining Learning Rates in the Evaluation of Academic Interventions That Target Reading Fluency

By: Solomon, Benjamin G.; Poncy, Brian C.; Caravella, Devin J. Psychology in the Schools, v55 n2 p151-164 Feb 2018 (EJ1165818), Database: ERIC

The purpose of the current study is to determine whether single-case intervention studies targeting reading fluency, ranked by traditional outcome metrics (i.e., effect sizes derived from phase d...)

Subjects: Intervention; Reading Fluency; Effect Size; Instructional Effectiveness; Reading Instruction; Literature Reviews; Evidence Based Practice; Program Evaluation

Linked Full Text
Examiner Learning Rates in the Evaluation of Academic Interventions That Target Reading Fluency

Author(s): Solomon, Benjamin G.; Pency, Brian C.; Caravello, Devin J.; Schweiger, Emily M.


Availability: Wiley-Blackwell. 350 Main Street, Malden, MA 02148. Tel: 800-835-0770; Tel: 781-388-8598; Fx: 781-388-8232; e-mail: cx-journals@wiley.com; Web site: http://www.wiley.com

URL: http://dx.doi.org/10.1002/pst.22100

Peer Reviewed: Y

ISSN: 0033-3085

Descriptors: Intervention, Reading Fluency, Effect Size, Instructional Effectiveness, Reading Instruction, Literature Reviews, Evidence Based Practice, Program Evaluation

Abstract: The purpose of the current study is to determine whether single-case intervention studies targeting reading fluency, ranked by traditional outcome metrics (i.e., effect sizes derived from phase differences), were discrepant with rankings based on instructional efficiency, including growth per session and minutes of instruction. Converging with prior findings, we found great variability in reported sessions and minutes of instruction across studies, as well as divergences in rankings based on outcome variables. These findings raise questions as to how literature syntheses on the topic of academic intervention are interpreted and how selection of evidence-based intervention occurs.

Abstractor: As Provided

Language: English
Examining learning rates in the evaluation of academic interventions that target reading fluency

Benjamin G. Solomon, Brian C. Poncy, Devin J. Caravello, Emily M. Schweiger

First published: 27 December 2017 | https://doi.org/uls.idm.oclc.org/10.1002/pits.22100

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A fundamental responsibility of trainers and school-based practitioners is the promotion and dissemination of evidence-based intervention (EBI), which is in line with a national call for use of educational practices with a preponderance of high-quality evidence (e.g., Individuals with Disabilities in Education Act, 2004). Such a focus has spurred increased emphasis on the use of experimental designs to generate valid causal conclusions regarding treatment effectiveness (Kratochwill et al., 2010; Shadish, Cook, & Campbell, 2001). However, the demand for a higher and consistent standard regarding the identification of EBI has also put focus on how study findings are summarized and presented to consumers. That is, academic growth under the presence of intervention can be summarized in different ways,
Introduction to response to intervention: What, why, and how valid is it?
D. Fuchs, L.S. Fuchs - Reading research quarterly, 2006 - Wiley Online Library
On December 3, 2004, President Bush signed into law the Individuals with Disabilities Education Improvement Act (IDEA, 2004). The revised law is different from the previous version in at least one important respect: Whereas practitioners were previously encouraged...

Evidence-based reading practices for response to intervention.
DE Haager, J. Klingner, S. Vaughn - psycnet.apa.org
In this volume, the authors share what they know about Response to Intervention (RTI), regarded as the key to helping struggling students before they have a chance to fall behind. More than 30 expert contributors reveal what the research says about the Three-Tier...

Response to intervention as a vehicle for distinguishing between children with and without reading disabilities: Evidence for the role of kindergarten and first-grade?
FR Vellutino, DM Scanlon, S. Small... - Journal of learning... 2006 - journals.sagepub.com
Children at risk for early reading difficulties were identified on entry into kindergarten, and half of these children received small-group intervention two to three times a week during their kindergarten year. The other half received whatever remedial assistance was offered...

Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide (NCEE...

What really matters in response to intervention. Research-based designs
RL Allington - 2009 - x37117/plh06.storages.googleapis...
... What Really Matters In Response to Intervention, Research-based Design... 37181 LISI/Data/Education-Teaching ... Well worth the read!By/daniel抒写/...y school switched over to a RTI model too... I found that overall my reading achievement actually declined for my classes...
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What really matters in response to intervention: Research-based designs
RL, Allington - 2009 - xsh17npw66.storage.googleapis...
... What Really Matters in Response to Intervention: Research-based Designs QI-37181 US/Data/Education-Teaching 4... Well worth the read! By edteacher2Mv school switched over to
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What really matters in response to intervention: Research-based designs

[pdf] semanticscholar.org

This study examined the effectiveness of a yearlong, researcher-provided, Tier 2 (secondary) intervention with a group of sixth-graders. The intervention emphasized word recognition, vocabulary, fluency, and comprehension. Participants scored below a ...

Response to intervention (RTI): What teachers of reading need to know. EM Mesmer, HAE Mesmer - The Reading Teacher, 2008 - Wiley Online Library
Since the reauthorization of the Individuals With Disabilities Education Act (2004), the use of Response to Intervention (RTI) in the identification of students suspected of having learning disabilities has been legitimized. Several professional organizations, including the ...

Indexing response to intervention: A longitudinal study of reading risk from kindergarten through third grade. DC Simmons, MD Combs, O Kwok. - Journal of Learning Disabilities, 2008 - journals.sagepub.com
In this study, response to intervention and stability of reading performance of 41 kindergarten children identified as at risk of reading difficulty were evaluated from kindergarten through third grade. All students were assessed in the fall of each academic ...

Two studies examined response to varying amounts of time in reading intervention for two cohorts of first-grade students demonstrating low levels of reading after previous intervention. Students were assigned to one of three groups that received (a) a single dose ...
LIBRARY HELP

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- Call us at (858) 541-7900
- Toll-free at (866) 682-2237 ext. 7900
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- Chat with us online
  - Mon-Thu 11am-8pm
  - Fri-Sun 11am-4pm
- Schedule a research consultation
- Check our FAQs at http://nu.libanswers.com
- Check our how-to videos and handouts at http://nu.libguides.com/training
THANK YOU!

Questions?
Comments?

Contact Me:
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bstillwell@nu.edu
(858) 541-7943