

Northeastern Nevada Regional Professional Development Program
K-12 Reading Endorsement (16 hours)



Contact Information

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Program Information

Provider Name: Northeastern Nevada Regional Professional Development Program (NNRPDP)

Program Name: Reading Endorsement - Special Grades K-12

Total Program Credits: 16 semester credits

Course Delivery Method: Asynchronous and Synchronous

Completion Evidence Provided: Transcript through collegiate partner (Southern Utah University)

NAC 391.285 Requirements Summary

To receive an endorsement to teach reading, a person must:

1. Hold a bachelor's degree;
2. Hold a valid secondary license to teach, excluding a business or industry endorsement, a valid elementary or special licence to teach, a valid license to teach special education, or a valid licence to teach middle school or junior high school education; and
3. Have at least (16) semester hours of preparation in separate or integrated courses related to reading in each of the following subjects:

NAC Requirement	Course Title	Course Number	Credits
A. Foundations of Reading	Foundations of Reading	EDPD 5055-655 (SUU)	3

B. Elementary Methods and Materials	Elementary Methods & Materials in Reading	EDPD 5045-645 (SUU)	3
C. Secondary Methods and Materials	Secondary Methods & Materials in Reading	EDPD 5001-655 (SUU)	3
D. Diagnosis of reading disabilities	Assessment and Evaluation of Literacy	EDPD 5601-655 (SUU)	3
E. Practicum in reading remediation	Reading Remediation Practicum	EDPD 5950-645 (SUU)	4
TOTAL			16

Detailed Course Crosswalk by NAC Requirement

NAC 391.285 Requirement A: Foundations of Reading

Course Name: [Foundations of Reading](#)

Course Number: [EDPD 5055-655](#) (Southern Utah University)

Credits: 3 graduate credits

Instructor: Stephanie Carsrud, M.S. [[Curriculum Vitae](#)]

Contact: [Stephanie Carsrud](#)

Course Dates: August 25-October 27, 2025

Delivery Method: Asynchronous and Synchronous

Alignment with NAC 391.285(A):

This course satisfies the **Foundations of Reading** requirement by providing: (1) Major theoretical foundations - comprehensive coverage of reading theories from 400 B.C.E. to present (10 distinct theoretical frameworks); (2) Conceptual foundations - analysis of how different theoretical lenses inform reading instruction and learning; (3)

Historical foundations - systematic examination of reading theory development across time periods; (4) Evidence-based foundations - integration of science of reading research throughout course content and research article review; (5) Critical consumption of research - development of skills to evaluate and apply research findings to practice.

Student Learning Outcomes:

Learning Outcome #1: Differentiate between the major theories and models that support literacy instruction and learning

Learning Outcome #2: Summarize, critique, and reflect upon ideas in research articles using academic expectations

Learning Outcome #3: Identify where theories and models are supported by the Science of Reading

Learning Outcome #4: Evaluate how the theories and models support literacy pedagogy and student learning in classrooms

Learning Outcome #5: Articulate application of theories and models in classroom scenarios, instructional planning, and student learning

Learning Outcome #6: Demonstrate the ability to apply the theories and models into classroom instruction that supports student learning

Learning Outcome #7: Engage in academic conversations supporting personal claims with evidence from readings, videos, and science of reading research

Learning Outcome #8: Become an informed, critical consumer of instructional practices in literacy grounded in science of reading research and understanding of theories and models of literacy

Learning Outcome #9: Critically analyze and articulate the theories and methods of reading instruction that have had the most significant impact on teaching and learning in your classroom

Source Materials and Citation(s)	Course Activities	How is learning assessed?
<p>Required Text(s):</p> <p>Tracy, D. H. & Morrow, L.M. (2024). <u>Lenses on reading: An introduction to theories and models</u> (4th</p>	<p>Top Ten Takeaways (10%) - Participants identify and record the ten most interesting, thought-provoking, or</p>	<p>Formative Assessment: Weekly Top Ten submissions, classroom theory application essays with instructor feedback using rubric, ongoing</p>

<p><u>ed)</u>. Guildford Press: NY.</p> <p>Kiernan, D. (2024). <u>The science of reading: A literature review</u>. Science of Reading Modified Reading Endorsement and School Administrator Course Development Project.</p>	<p>surprising pieces of information from weekly readings and videos. This activity builds foundational understanding of major theories and models of reading instruction and provides the basis for collaborative discussions.</p> <p>PechaKucha Presentation (20%) Participants create and deliver a 20-slide × 20-second presentation (6 minutes 40 seconds total) on one theoretical chapter from the text. This activity demonstrates deep understanding of specific reading theories/models, requires participants to position themselves as experts in theoretical foundations, and links theory to classroom practice.</p> <p>Classroom Theory Application (40%) Weekly 1-2 page essays analyzing how theories are applied in instructional practice. Participants synthesize theoretical approaches used in their instruction, analyze impact on student learning, reflect on implications for future instruction, and connect theory to evidence-based practices.</p> <p>Research Article Review (10%) Critical analysis of a</p>	<p>virtual session participation evaluated using discussion rubric.</p> <p>Summative Assessment:</p> <p>PechaKucha Presentation evaluated on depth of theoretical understanding, accuracy of content, connection to classroom practice, and presentation quality</p> <p>Research Article Review analysis skills, connection between theory and research, integration with science of reading, and academic writing quality using APA format (7th edition)</p>
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	<p>peer-reviewed research article that connects a chosen theory/model to science of reading research. Participants evaluate research methods, findings, and relevance, demonstrating ability to engage with academic literature and evidence-based foundations.</p> <p>Virtual Sessions Discussion & Participation (20%) Weekly synchronous discussions applying theories to practice through collaborative analysis of theoretical frameworks and integration of historical and contemporary perspectives on reading instruction.</p>	
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NAC 391.285 Requirement B: Elementary Methods and Materials

Course Name: [Elementary Methods & Materials in Reading](#)

Course Number: [EDPD 5045-645 \(Southern Utah University\)](#)

Credits: 3 graduate credits

Instructor: Stephanie Carsrud, M.S. [\[Curriculum Vitae\]](#)

Contact: [Stephanie Carsrud](#)

Course Dates: February 9 - April 13, 2026

Delivery Method: Asynchronous and Synchronous

Alignment with NAC 391.285(A):

This course satisfies the **Elementary Methods and Materials** requirement by

providing comprehensive instruction in research-based literacy methods and materials for elementary students. Participants gain expertise in teaching foundational skills through extensive coverage of phonological awareness, phonics, and decoding strategies (*Reading Above the Fray*, Chapters 1-10). Fluency instruction is integrated through multiple resources including *Know Better, Do Better* (Chapters 2-3), *Best Practices* (Chapter 11), and TextProject materials. Explicit vocabulary instruction methods are explored through *Know Better, Do Better* (Chapters 2-6) and *Best Practices* (Chapter 10), while comprehension instruction emphasizes a knowledge-building approach (*Know Better, Do Better*, Chapters 1, 4-6). Writing instruction is addressed through an integrated literacy approach (*Best Practices*, Chapter 13; *Know Better, Do Better*, Chapter 8). Throughout the course, participants develop a comprehensive tool for evaluating and selecting instructional methods and materials based on science of reading criteria. Equity and cultural responsiveness are woven throughout course content (*Best Practices*, Chapters 3, 7, 8), ensuring all methods and materials meet the needs of diverse learners.

Student Learning Outcomes:

Learning Outcome #1: Demonstrate understanding of effective methods and materials for teaching elementary literacy aligned with science of reading and NVACS (foundational skills, fluency, vocabulary, comprehension, writing, assessment)

Learning Outcome #2: Evaluate methods and materials using science of reading, NVACS, and cultural/linguistic diversity lenses

Learning Outcome #3: Suggest ways to use curriculum and materials with intentionality, modifying to meet needs of all students

Learning Outcome #4: Support, with compelling evidence, specific methods and materials recommended and used

Source Materials and Citation(s)	Course Activities	How is learning assessed?
<p>Required Texts:</p> <p>Liben, D., Liben, M., & McKeown, M. G. (2024). <i>Know better, do better comprehension: Fueling the reading brain with knowledge, vocabulary, and rich language.</i> Scholastic Inc.</p> <p>Lindsey, J.B., Handysides,</p>	<p>Weekly Readings & Discussion Posts (25%)</p> <p>Participants complete reflection on weekly readings to process content and prepare for discussion. Reflections guide both asynchronous Canvas discussions and synchronous virtual session discussions.</p>	<p>Formative Assessment:</p> <p>Weekly reading reflections and discussion posts (rubric-based)</p> <p>Weekly updates to Analyze Methods & Materials tool with instructor feedback</p> <p>Ongoing participation in</p>

<p>K., et al (2022). <i>Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills</i>. Scholastic.</p> <p>Morrow, L.M., Morrel, E., & Casey, H.K. (2023). <i>Best Practices in Literacy Instruction</i> (7th Edition). Guilford Publications.</p> <p>Nevada Department of Education. (2023). <i>Dyslexia: Guidance documents</i>. Nevada Department of Education, Office of Inclusive Education & Office of Teaching and Learning.</p> <p>Nevada Department of Education. (2025). <i>PreK–12 Nevada State Literacy Plan</i>. Nevada Department of Education. https://doe.nv.gov</p>	<p>Participants analyze theories from readings and apply learning to collaborative discussions, demonstrating understanding of elementary literacy methods aligned with science of reading and NVACS.</p> <p>Article of the Week (25%)</p> <p>In assigned groups, participants select peer-reviewed articles from <i>Reading Research Quarterly</i> special issues related to science of reading that are pertinent to each week's content. Each individual reads and processes the article and participates in a Socratic Seminar during weekly virtual sessions to discuss how the article agrees with, contradicts, or adds perspective to the week's topic. This develops critical analysis skills for evaluating research-based methods and materials.</p> <p>Analyze Methods & Materials and Final Portfolio Submission (25%)</p> <p>Participants conduct ongoing analysis of elementary literacy methods and materials, co-creating (as a cohort) a tool for analysis that includes criteria from</p>	<p>virtual sessions and Socratic Seminars</p> <p>Weekly Article of the Week questions prepared for discussion</p> <p>Summative Assessment:</p> <p>Final Portfolio evaluated on comprehensive analysis of methods and materials, quality of criteria developed for analysis tool, depth of reflective summary, evidence of critical evaluation skills, and connection to science of reading and NVACS</p> <p>Article of the Week evaluated on quality of article selection (relevance and rigor), preparation of thoughtful content-related questions, participation in Socratic Seminar discussions, and ability to synthesize research with course content</p>
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	<p>weekly readings. The analysis tool is updated weekly after each module based on key ideas. Updated analyses are submitted weekly via Canvas and discussed at virtual sessions. At course conclusion, participants compile weekly analyses into a portfolio with a reflective summary of key insights and recommendations for selecting and implementing elementary methods and materials aligned with science of reading.</p> <p>Weekly Live Virtual Sessions (25%)</p> <p>Participants engage in collaborative learning through weekly synchronous sessions. Full participation required, including being on time, actively participating in discussions, engaging in breakout rooms, and contributing to analysis of methods and materials. Sessions include Socratic Seminars on weekly articles and collaborative development of the Methods & Materials Analysis tools methods, findings, and relevance, demonstrating ability to engage with academic literature and evidence-based foundations.</p>	
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	<p>Virtual Sessions Discussion & Participation (20%)</p> <p>Weekly synchronous discussions applying theories to practice through collaborative analysis of theoretical frameworks and integration of historical and contemporary perspectives on reading instruction.</p>	
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NAC 391.285 Requirement C: Secondary Methods and Materials

Course Name: [Secondary Methods & Materials in Reading](#)

Course Number: [EDPD 5001-655](#) (Southern Utah University)

Credits: 3 graduate credits

Instructor: Holly Marich, Ph.D., NBCT [\[Curriculum Vitae\]](#)

Contact: holmarich@gmail.com

Course Dates: April 27 - June 29, 2026

Delivery Method: Asynchronous and Synchronous

Alignment with NAC 391.285(A):

This course satisfies the **Secondary Methods and Materials** requirement by providing: (1) Content area and disciplinary literacy instruction - comprehensive exploration of literacy practices across content areas for grades 6-12 through *Content Area Reading* and practical application in Extended Lesson/Mini Unit; (2) Adolescent literacy development - focus on developmental needs of secondary students including motivation, engagement, and critical thinking; (3) Vocabulary and academic language - explicit instruction methods through *Vocabulary in a SNAP* (100+ strategies) with classroom implementation and presentation; (4) Comprehension strategies - evidence-based approaches for supporting adolescent comprehension across complex texts and disciplines; (5) Writing instruction - integration of writing to learn and disciplinary writing practices; (6) Assessment for secondary learners - strategies for informing instruction and differentiating based on student needs; (7) New Literacies and technology - extensive integration of AI, digital literacies, and 21st century skills through 8-week blogging experience; (8) Equity and cultural

responsiveness - addressing needs of struggling readers, culturally diverse students, and varied backgrounds throughout all course components.

Student Learning Outcomes:

Learning Outcome #1: Understand and Differentiate Literacy Practices: Students will analyze and differentiate between content area literacy and disciplinary literacy practices, enabling them to effectively tailor instruction to disciplinary demands.

Learning Outcome #2: Apply Assessment Strategies: Students will be able to apply various assessment tools and techniques to inform instructional decisions and differentiate instruction based on student needs in secondary reading instruction.

Learning Outcome #3: Facilitate Foundational Skills Development: Students will design and implement instruction to enhance fluency, comprehension, vocabulary acquisition, and foundational literacy skills aligned with the science of reading in secondary settings.

Learning Outcome #4: Implement Explicit Vocabulary Instruction: Students will use research-based strategies for explicitly teaching vocabulary, academic language, syllabication, and grammar across content areas at the secondary level.

Learning Outcome #5: Promote Comprehension in Adolescent Learners: Students will make use of evidence-based strategies to scaffold and support adolescent literacy comprehension across diverse texts and genres in secondary education.

Learning Outcome #6: Foster Writing Skills Development: Students will design and implement writing instruction that promotes critical thinking, expression, and genre awareness among secondary students.

Learning Outcome #7: Enhance Listening, Speaking, and Viewing Skills: Students will integrate effective strategies for developing students' listening, speaking, and viewing skills to enhance overall literacy proficiency in secondary education.

Learning Outcome #8: Utilize Advanced Literacy Methods: Students will implement advanced literacy methodologies and instructional approaches to foster deeper engagement and critical thinking among secondary students.

Learning Outcome #9: Address Diverse Learner Needs: Students will apply principles of equity, diversity, and cultural responsiveness to create inclusive learning environments that support struggling readers, culturally diverse students, and those with varied backgrounds and abilities in secondary literacy instruction.

Learning Outcome #10: Analyze and Apply Current Trends: Students will critically evaluate current trends, research findings, and innovations in adolescent literacy instruction, including the use of New Literacies, to inform professional practice and

ongoing professional development in secondary education.		
Source Materials and Citation(s)	Course Activities	How is learning assessed?
<p>Required Texts:</p> <p>Nevada Department of Education. (2023). <u>Dyslexia: Guidance documents</u>. Nevada Department of Education, Office of Inclusive Education & Office of Teaching and Learning.</p> <p>Nevada Department of Education. (2025). <u>PreK-12 Nevada State Literacy Plan</u>. Nevada Department of Education. https://doe.nv.gov</p> <p>Nevada Department of Education. (2025). <u>Nevada's STELLAR pathway to AI teaching and learning: Ethics, principles, and guidance</u>. Nevada Department of Education. https://doe.nv.gov</p> <p>Peery, Angela B. (2018). <u>Vocabulary in a SNAP: 100+ Lessons for Secondary Instruction</u>. Solution Tree Press: IN.</p> <p>Vacca, Richard T, Mraz, Maryann and Vacca, Jo Anne. (2021). <u>Content Area Reading: Literacy and Learning Across the Curriculum (13 ed)</u>. Pearson Education, Inc:</p>	<p>New Literacies Experience - AI, Blogging, and Thinking in the 21st Century (25%)</p> <p>Participants engage in 8 weeks of creating content-specific AI prompts aligned with NVACS for grades 6-12, entering prompts into ChatGPT or Claude.ai, differentiating AI capabilities from distinctive human skills using Bloom's Taxonomy Revisited, and maintaining a professional blog documenting their journey of integrating AI to enhance classroom learning. Participants explore seven approaches from Mollick & Mollick (2023) including AI as Mentor, Tutor, Coach, etc.</p> <p>Course Text Weekly Quiz (25%)</p> <p>Weekly quizzes on assigned chapter readings from <i>Content Area Reading</i> to move new learning into long-term memory. Participants note missed items and prepare to discuss content, or if no items missed, select three quiz questions found most interesting to discuss, demonstrating ability to speak knowledgeably</p>	<p>Formative Assessment:</p> <p>Weekly blog posts (8 total) evaluated on integration of AI prompts, NVACS alignment, differentiation of AI vs. human skills, practical application for 6-12 classrooms, and professional reflection (rubric provided in Canvas)</p> <p>Weekly quizzes on <i>Content Area Reading</i> chapters with self-assessment and discussion preparation</p> <p>Vocabulary strategy teaching implementation with student group (documented in reflection)</p> <p>Draft Extended Lesson/Mini Unit presented in Week 9 for peer feedback</p> <p>Summative Assessment:</p> <p>New Literacies Blog Portfolio (8 posts) evaluated on quality of AI prompt design, evidence of NVACS alignment, thoughtful analysis of AI capabilities vs. human skills, practical classroom applications, and professional writing</p> <p>Vocabulary Strategy</p>

NJ.	<p>about course topics.</p> <p>Vocabulary Strategy Presentation and Reflections (25%)</p> <p>Participants select one vocabulary strategy from <i>Vocabulary in a SNAP</i>, teach the strategy to a group of students, and present their strategy and teaching experience to the class (15-minute presentation). Presentation includes strategy explanation, NEPF connections, foundational skills/writing/listening/speaking/viewing connections, content vs. disciplinary literacy identification, modifications for diverse learners and New Literacies, teaching simulation with the class, debrief including student work samples, and reflection on effectiveness.</p> <p>Extended Lesson Mini Unit (25%)</p> <p>Participants develop an extended lesson (3-4 class meetings) or mini-unit of at least 3 connected lessons for a content area demonstrating knowledge of current trends, research, and innovations in adolescent literacy instruction informed by science of reading. Must include: NVACS for Literacy and</p>	<p>Presentation evaluated on clarity of explanation, accurate NEPF connections, integration with foundational skills/writing/listening/speaking/viewing, correct identification of content/disciplinary literacy, modifications for diverse learners and New Literacies, quality of teaching simulation, representative student work samples, and reflective analysis</p> <p>Extended Lesson/Mini Unit evaluated on alignment with NVACS and content standards, clear objectives and essential questions, evidence-based strategies using B-D-A framework, appropriate materials and resources, explicit vocabulary instruction, meaningful integration of New Literacies, and comprehensive assessment plan</p>
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	<p>content-specific standards, instructional goals/objectives, essential questions, strategies and activities aligned with B-D-A Instructional Framework, instructional materials and resources, vocabulary instruction with learning supports, New Literacies integration, and assessment tools.</p>	
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NAC 391.285 Requirement D: Diagnosis of Reading Disabilities

Course Name: [Assessment and Evaluation of Literacy](#)

Course Number: [EDPD 5601-655](#) (Southern Utah University)

Credits: 3 graduate credits

Instructor: Holly Marich, Ph.D., NBCT [\[Curriculum Vitae\]](#)

Contact: holmarich@gmail.com

Course Dates: November 10, 2025 - January 26, 2026

Delivery Method: Asynchronous and Synchronous

<p>Alignment with NAC 391.285(A):</p>
<p>This course satisfies the Diagnosis of Reading Disabilities requirement by providing: (1) Comprehensive assessment knowledge - understanding of multiple assessment types (screeners, diagnostic, formative, summative) and their purposes aligned with science of reading; (2) Administration with fidelity - hands-on experience administering 5 distinct assessments to 5 students following standardized procedures; (3) Assessment of core reading components - systematic evaluation across phonological awareness (Letter and Sounds, Concept of Word), phonics and spelling (Spelling Inventory, Letter and Sounds), fluency (Informal Reading Inventory), vocabulary (Informal Reading Inventory), and comprehension (Informal Reading Inventory); (4) Diagnostic interpretation - analysis and interpretation of assessment results to identify specific strengths, needs, and instructional implications through Assessment Experiences and Summaries of Results; (5) Developmental understanding - deep knowledge of literacy development stages through <i>Words Their Way</i> (Chapters 1-9) including emergent, letter name-alphabetic, within word pattern,</p>

syllables and affixes, and derivational relations stages; (6) Intervention planning - design of targeted, evidence-based instructional next steps based on diagnostic findings for individual students; (7) Progress monitoring - understanding of assessment and monitoring strategies within each developmental stage through Spelling Stage Presentations; (8) Supporting diverse learners - specific focus on multilingual learners and students with varying literacy needs throughout assessment and instruction; (9) Communicating results - development of skills to explain assessment findings and advocate for appropriate practices through presentations and analysis documents.

Student Learning Outcomes:

Learning Outcome #1: Distinguish between different types of literacy assessments (screeners, diagnostic, formative, and summative) and determine appropriate contexts for their use.

Learning Outcome #2: Apply principles from the Science of Reading when selecting and administering literacy assessments that measure phonological awareness, phonics, fluency, vocabulary, and comprehension.

Learning Outcome #3: Administer literacy assessments with fidelity, following standardized procedures to ensure reliable results.

Learning Outcome #4: Interpret assessment data accurately to identify students' strengths and areas for growth in the core components of reading.

Learning Outcome #5: Design targeted instructional interventions based on assessment results that address specific student needs.

Source Materials and Citation(s)	Course Activities	How is learning assessed?
<p>Required Texts:</p> <p>Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2020). <i>Word study for phonics, vocabulary, and spelling instruction</i> (7th Ed.). Boston, MA: Allyn & Bacon.</p> <p>Erekson, J.A., & Opitz, M.F., & Schendel, R. (2020). <i>Understanding</i>.</p>	<p>Weekly Reading & Journal Entries (25%)</p> <p>Each week participants complete assigned readings and process them using the Four Lenses Journal Entry framework analyzing content from four perspectives: Personal Connection, Science of Reading Connection, Critical Analysis, and Literacy Expert perspectives</p>	<p>Formative Assessment:</p> <p>Weekly Reading & Journal Entries evaluated using Four Lenses framework rubric addressing Personal Connection, Science of Reading Connection, Critical Analysis, and Literacy Expert perspectives</p> <p>Ongoing instructor</p>

<p><u>assessing, and teaching reading: A diagnostic approach (8th Ed.).</u> Boston, MA: Pearson.</p> <p>Nevada Department of Education. (2025). <u>PreK–12 Nevada State Literacy Plan</u>. Nevada Department of Education. https://doe.nv.gov</p>	<p>Literacy Expert recommendations. Thorough engagement with materials is essential for meaningful participation in weekly discussions and development as literacy professionals.</p> <p>Assessment Experiences (25%)</p> <p>Participants work with 5+ students to assess literacy skills and analyze results. Assessment experiences include: (1) Spelling Inventory, (2) Reading Interest Survey, (3) Concept of Word (pointing, word identification), (4) Letter and Sounds (letter identification, production, sound production, initial phoneme awareness, phonics and spelling), (5) Informal Reading Inventory. Each assessment is scored, analyzed, interpreted with next instructional steps planned using Assessment Experiences and Summaries of Results format.</p> <p>Spelling Stage Presentation (25%)</p> <p>Collaboratively with partner(s), participants develop 15-minute presentation on one of five spelling stages (Emergent, Letter Name-Alphabetic, Within Word Pattern,</p>	<p>feedback on Assessment Experiences as completed throughout course</p> <p>Weekly virtual session participation evaluated on preparation, engagement, and contributions to collaborative learning</p> <p>Summative Assessment:</p> <p>Assessment Experiences (5 total) evaluated individually on: accurate administration and scoring, thorough analysis of results identifying strengths and needs across reading components, interpretation aligned with developmental stages and science of reading, and specific evidence-based instructional recommendations</p> <p>Spelling Stage Presentation evaluated on: comprehensive coverage of literacy/orthographic development, practical teaching tips grounded in research, assessment and monitoring strategies, differentiation for multilingual learners, word study routines/management, quality of 2-page resource guide, and presentation delivery</p>
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	<p>Syllables and Affixes, or Derivational Relations). Presentation includes: (1) Literacy and orthographic development of students within stage, (2) Top 3-5 teaching tips, (3) Assessing and monitoring students, (4) Supporting multilingual learners, (5) Word study routines and management. Participants also develop a 2-page teacher-friendly resource guide as a quick reference practice guide for classmates.</p> <p>Weekly Virtual Sessions (25%)</p> <p>Attendance at each interactive session is critical. Participants expected to be on time, actively participate, and contribute to collaborative discussions. Personal devices permitted but personal use prohibited during class time.</p>	
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NAC 391.285 Requirement E: Practicum in Reading Remediation

Course Name: [Reading Remediation Practicum](#)

Course Number: [EDPD 5950-645](#) (Southern Utah University)

Credits: 4 graduate credits

Instructor: Stephanie Carsrud, M.Ed. [[Curriculum Vitae](#)] and Holly Marich, Ph.D.,

NBCT [[Curriculum Vitae](#)]

Contact: Stephanie Carsrud holmarich@gmail.com

Course Dates: August 24 - November 16, 2026

Delivery Method: Asynchronous and Synchronous with field-based tutoring component

Alignment with NAC 391.285(A):

This course satisfies the **Practicum in Reading Remediation** requirement by providing: (1) Field-based experience - 16 sixty-minute sessions with each of two students (32 total sessions, ~15 hours per student, 30+ hours total) providing direct literacy intervention in authentic educational contexts; (2) Assessment-driven instruction - use of comprehensive pre and post assessments (5 per student) to identify needs and measure growth across foundational skills, language skills, and comprehension; (3) Evidence-based intervention - implementation of explicit, intensive, scaffolded instruction grounded in science of reading addressing phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension based on *Book Buddies* framework; (4) Individualized planning - creation of 32 detailed lesson plans with rationales connecting assessment data to instructional decisions and science of reading principles; (5) Reflective practice - completion of 32 lesson reflections analyzing student responses, instructional effectiveness, and implications for future teaching; (6) Supervised practice - weekly video recording of sessions using GoReact with ongoing instructor feedback on instructional delivery, scaffolding, and intervention fidelity; (7) Professional documentation - development of two comprehensive diagnostic reading reports synthesizing assessment findings, instructional approaches, student growth, and evidence-based recommendations; (8) Collaboration and problem-solving - participation in 13 weekly virtual sessions for peer collaboration, sharing experiences, and receiving guidance; (9) Communication with stakeholders - ethical practices obtaining family permission and reporting student progress; (10) Diverse learner responsiveness - adaptation of instruction to meet diverse social, cultural, linguistic, and literacy learning needs.

Student Learning Outcomes:

Learning Outcome #1: Develop understanding and use of assessment as ongoing and essential part of literacy instruction

Learning Outcome #2: Utilize assessment information to plan and evaluate instruction, including differentiation for individual student needs

Learning Outcome #3: Interpret and effectively communicate literacy growth and development with stakeholders

Learning Outcome #4: Assess, plan, integrate and implement instruction grounded in science of reading for foundational skills (concepts of print, phonemic awareness, phonics, decoding), language skills (vocabulary, syntax, morphology), and comprehension

Learning Outcome #5: Be adaptable and responsive in identifying and addressing

literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs		
Source Materials and Citation(s)	Course Activities	How is learning assessed?
<p>Required Texts:</p> <p>Invernizzi, M., Lewis-Wagner, D., Johnston, F. R., & Juel, C. (2021). <i>Book Buddies</i>. Guilford Publications.</p> <p>Stahl, K. A., D., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. Guilford Publications.</p> <p>Nevada Department of Education. (2025). <i>PreK-12 Nevada State Literacy Plan</i>. Nevada Department of Education. https://doe.nv.gov</p> <p>Required Subscription:</p> <p>GoReact. (2011). Retrieved from https://get.goreact.com</p>	<p>Readings and Reflections</p> <p>Participants complete assigned readings from <i>Book Buddies</i> and <i>Assessment for Reading Instruction</i> and reflect on research, assessment practices, and intervention approaches. Reflections demonstrate understanding of science of reading principles applied to individual student needs.</p> <p>Pre and Post Assessments</p> <p>Participants administer and analyze 5 required assessments to each tutee: (1) Attitude, interest, motivation survey or interview, (2) Qualitative Spelling Inventory, (3) Informal Reading Inventory, (4) Assessments for Emergent Readers: Concept of Word, (5) Assessments for Emergent Readers: Letters and Sounds. Assessments administered in Week 3 (pre) and Week 11 (post) to measure growth.</p> <p>Lesson Plans,</p>	<p>Formative Assessment:</p> <p>Weekly readings and reflections evaluated on depth of understanding and application to tutoring context</p> <p>Lesson plans (32 total) evaluated on: clear alignment with assessment data, appropriate goals for individual student needs, evidence-based instructional strategies, detailed procedures and materials, thoughtful rationales connecting to science of reading (rubric provided in Canvas, reviewed prior to each session)</p> <p>Lesson reflections (32 total) evaluated on: accurate documentation of session, analysis of student responses and learning, identification of adjustments made, clear implications for future instruction</p> <p>Weekly GoReact video recordings with instructor feedback on instructional delivery, student engagement, pacing, scaffolding, and fidelity to</p>

	<p>Rationales, Reflection (16 sessions × 2 tutees = 32 total)</p> <p>For each 60-minute tutoring session, participants create lesson plans following consistent structure with recommended time allotments for each component. Plans include clear goals, instructional procedures, materials, and rationales for decisions based on assessment data and science of reading. Lesson plans prepared in advance and submitted by midnight prior to the session. Reflections completed by midnight day of session documenting what occurred, student responses, adjustments made, and implications for next session. Plans must be present during tutoring sessions.</p> <p>Tutoring Sessions (16 sessions × 2 tutees = 32 total sessions)</p> <p>Participants conduct 16 sixty-minute tutoring sessions with each of two students (32 total sessions). Sessions scheduled by participants with families. One session per week recorded using GoReact for instructor feedback. Tutoring integrates assessment findings, addresses</p>	<p>planned lesson</p> <p>Weekly virtual session participation evaluated on attendance, engagement, contributions to collaborative problem-solving</p> <p>Summative Assessment: Pre-Assessments (5 assessments × 2 tutees = 10 total) evaluated on: accurate administration and scoring, thorough analysis identifying strengths and needs, interpretation aligned with science of reading, clear instructional implications documented</p> <p>Post-Assessments (5 assessments × 2 tutees = 10 total) evaluated on same criteria as pre-assessments plus documentation of growth from baseline</p> <p>Tutoring Sessions (32 total) evaluated on: implementation of evidence-based practices, explicit and systematic instruction, appropriate scaffolding, responsive teaching based on student needs, positive learning environment, time management (evaluated through GoReact recordings and instructor observations)</p> <p>Diagnostic Reading</p>
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	<p>foundational skills (concepts of print, phonemic awareness, phonics, decoding), language skills (vocabulary, syntax, morphology), and comprehension based on individual student needs. Instruction is explicit, intensive, and scaffolded.</p> <p>Diagnostic Reading Report (2 reports, one per tutee)</p> <p>Culminating written project documenting each tutee's journey through assessment and tutoring experience. Report addresses: student strengths and instructional needs based on assessment data, explanations and critiques of instructional practices implemented, analysis of student growth from pre to post assessments, specific recommendations for further literacy development, and supporting evidence including assessment data, lesson plans, reflections, and student work samples.</p> <p>Weekly Virtual Sessions</p> <p>Participants attend weekly synchronous sessions for collaborative learning, problem-solving, sharing experiences, and receiving guidance from instructors</p>	<p>Reports (2 reports) evaluated on: comprehensive summary of assessment findings, clear identification of strengths and needs across literacy components, detailed explanation of instructional approaches used with rationales, analysis of student growth with supporting evidence, specific evidence-based recommendations for continued instruction, professional writing quality, inclusion of supporting documentation</p>
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	and peers. Attendance and active participation required throughout practicum.	
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Program Evaluation

Individual Course Evaluation:

Each course in the Reading Endorsement program will be evaluated through multiple measures:

1. **Participant Course Evaluations:** At the conclusion of each course, participants complete anonymous course evaluations addressing: quality of instruction, relevance and applicability of content, effectiveness of course activities and assessments, clarity of expectations and feedback, and suggestions for improvement. Evaluation results reviewed by course instructors and NNRPDP leadership to identify strengths and areas for refinement.
2. **Analysis of Student Work:** Course instructors systematically review participant work samples (assignments, assessments, reflections) to evaluate: depth of understanding of course content, application of science of reading principles, quality of analysis and critical thinking, and achievement of student learning outcomes. Findings inform instructional adjustments and curriculum revisions.
3. **Instructor Reflection and Collaboration:** Course instructors engage in ongoing reflection on instructional practices, student engagement, and course effectiveness. Instructors collaborate regularly to share insights, discuss challenges, align course content across the program, and implement continuous improvement strategies.
4. **Rubric Analysis:** Systematic analysis of rubric scores across all participants and assignments to identify patterns, trends, and areas where participants excel or struggle. Data used to adjust instruction, provide additional support, or revise assignments and assessments.

Program-Level Evaluation:

The Reading Endorsement program as a whole will be evaluated through:

1. **Program Completion Data:** Tracking of participant enrollment, persistence, and completion rates across all five courses. Analysis of attrition patterns to identify barriers and implement retention strategies.
2. **Alignment Review:** Periodic review of program alignment with NAC 391.285 requirements, Nevada Academic Content Standards (NVACS), Nevada Educator Performance Framework (NEPF), International Literacy Association (ILA) Standards, and current science of reading research. Review conducted by NNRPDP leadership and course instructors with external consultant input as needed.
3. **Participant Follow-Up Surveys:** Six months and one year after program completion, participants complete surveys addressing: application of learning in their professional practice, impact on student literacy outcomes, perceived value of program components, areas of continued need for professional learning, and recommendations for program improvement.
4. **Licensing Data:** Tracking of successful endorsement applications submitted to Nevada Department of Education to ensure program requirements align with state licensure processes and identify any barriers participants encounter.
5. **External Review:** Every three years, the program undergoes external review by literacy experts, including review of course syllabi, assignments, assessments, participant work samples, and program evaluation data. External reviewers provide recommendations for program enhancement and validation of alignment with best practices. These courses were reviewed by a group of 50 literacy experts within Northeastern Nevada in July 2024.

NEPF Crosswalk with NRPD K-12 Reading Endorsement Offering

Course	NEPF 1 (New Learning Connected to Prior Learning)	NEPF 2 (High Cognitive Demand)	NEPF 3 (Meaningful Discourse)	NEPF 4 (Metacognitive Activity)	NEPF 5 (Assessment Integrated into Instruction)	Evidence / Example
Foundations of Reading	Examines major theories and models of reading, linking current evidence-based approaches to historical foundations. Also connects foundational theories to Science of Reading Literature Review. Connects theory to personal practice as well	Analyzes and critiques theoretical frameworks requiring deep cognitive processing and application to literacy pedagogy.	Top 10 written reflections, weekly discussions, PechaKucha presentations, promote academic discourse about literacy theory.	Classroom Theory Applications require reflection on instructional decision-making and professional growth.	Participants analyze theory-to-practice connections through formative assessment reasoning.	PechaKucha Presentations, Weekly Discussions, Top 10 writing, Classroom Theory Applications, and Critical Article Review.
Elementary Methods & Materials in Reading	Connects evidence-based practices to Science of Reading frameworks and NVACS standards.	Participants evaluate and design cognitively demanding literacy tasks for diverse learners.	Socratic seminars and collaborative tool development foster meaningful discourse.	Weekly reflections and portfolio work promote self-regulated professional learning.	Evaluation of literacy methods and materials emphasizes ongoing formative assessment.	Methods Analysis Tool, Article of the Week, Portfolio Reflection.
Secondary Methods & Materials in Reading	Links disciplinary literacy with prior content expertise and student knowledge.	Designs vocabulary and comprehension instruction for deep disciplinary thinking.	Blog reflections and discussion tasks engage candidates in professional dialogue.	Emphasizes student metacognition and professional inquiry into literacy strategies.	Assessment data analysis connects literacy growth to instructional design.	Lesson Design Tasks, Literacy Blog Reflections, Peer Feedback Discussions.

Assessment and Evaluation of Literacy	Connects prior instructional experience to diagnostic assessment practices. Also, connections to prior learning in double-entry journals when processing new content from text	Engages in authentic assessment of K-12 students, analyzing results to inform instruction and connecting findings to theoretical frameworks and Science of Reading research.	Collaborative analysis of assessments promotes professional dialogue and shared understanding. Also, weekly discussion & Double-Entry journals. Collaborative Spelling-Stage Presentations.	Double-Journal Entries promote reflection linking theory and practice. As well as reflection on assessment administration.	Fully centered on NEPF 5: assessment drives instructional decision-making.	Assessment Experiences, Spelling Stage Presentations, Double-Entry Journals, Weekly Discussions
Reading Remediation Practicum	Integrates learning from all prior courses in an authentic clinical literacy setting.	Designs individualized, evidence-based intervention plans requiring complex problem solving.	Live tutoring sessions and video reflections foster coaching-based discourse.	Lesson reflections and diagnostic reports build reflective, self-assessing educators. Coaching conversations with course mentor(s).	Continuous formative and summative assessment drives data-based decision-making.	Diagnostic Reports, Video Reflections, Tutoring Session Logs.

NNRPDP K-12 Reading Endorsement Instructor Qualifications Checklist

This checklist is used to verify that all instructors assigned to K-12 Reading Endorsement coursework meet established qualification requirements. All criteria must be met and supported by documentation prior to course assignment.

Reading Endorsement Instructor: _____

Nevada State Teaching License (Required)

License	Evidence Required	Meets
Holds a valid elementary, secondary, special education, middle school, or junior high school license to teach in the State of Nevada	Submission of License Number and verification on Nevada Educator License Lookup	<input type="checkbox"/>

Degree Requirement (Required - select one)

Degree	Evidence Required	Meets
Master's degree in Literacy Education	Official transcript	<input type="checkbox"/>
Master's degree in Education with a Reading Endorsement	Official transcript and endorsement documentation	<input type="checkbox"/>
Master's degree in Education with National Board Certification in literacy	Official transcript and NBCT certificate	<input type="checkbox"/>
Doctoral degree (Ph.D. or Ed.D. in Education with evidence of having taught at least one graduate-or undergraduate-level literacy course	Official transcript and curriculum vitae (CV)	<input type="checkbox"/>

K-12 Teaching Experience (Required)

Requirement	Evidence Required	Meets
Minimum of 5 years of K-12 classroom experience teaching literacy and/or content areas requiring literacy instruction	Resume or CV	<input type="checkbox"/>

Reviewed and approved by: _____ Date: _____

Title: _____