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| Course Name and Number: SPED3004 Reading and Writing in the Content Areas  Description: In this course students will demonstrate understanding of reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation, as well as how various factors such as content, purpose, tasks, and setting influence the reading process. The course will provide an explanation of the differences among learners and how these differences influence reading, and are related to collaboration with parents, support personnel, and others who support student reading and writing development. The course provides knowledge about direct instruction and how to use reading strategies with narrative and expository texts. The course will explore strategies for self-monitoring of comprehension. The course will provide opportunities for students to monitor their own word identification through the use of syntax, semantic, and graphophonemic relations, as well as context, to identify and define unfamiliar words, and how to employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition.  Credit Hours: 3 semester hours  Required or elective: Required  Faculty members who teach the course: Kroeger & Laine  Prerequisites: Enrollment in the Special Education Master’s Degree program *or* enrollment in the Intervention Specialist Licensure program  Textbooks:  Beers, K. (2003). *When kinds can’t read, what teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann. ISBN **0867095199**  National Institute for Literacy (2007). *What content teachers should know about adolescent literacy*. Washington DC: NICHD. (See PDF file in BB course documents)  Other resource materials:  TBA based on student project topics.  Pitcher, S.M., Albright, L.A., DeLaney, C.J., Walker, N.T., Seunarinesingh, K., Mogge, S., Headley, K.N., Ridgeway, V.G., Peck, S., Hunt, R., & Dunston, P.J. (2007). Assessing adolescents' motivation to read. *Journal of Adolescent & Adult Literacy, 50*(5), 378-396.  *What Content Area Teachers Should know about Adolescent Literacy* (2003) in Course Documents as a PDF file on Blackboard. | |
| Student Learning Outcomes: Students will be able to:   1. Compare and analyze basic theoretical bases for process-oriented learning, placing reading in a socio-constructive context. 2. Explain practical instructional strategies for teaching reading in the content areas of mathematics, science, English and Social Studies. 3. Select, develop and use variety of strategies and methods for working in the role of intervention specialists with content area teachers to develop reading lessons specific to content area disciplines.   How are these outcomes assessed?  **Course Requirements:**   1. **Adolescent Motivation to Read Profile - Reading Survey** (100 points, Due Oct 6):The “Adolescent Motivation to Read Profile” includes a reading survey. Read the article from the *Journal of Adolescent and Adult Literacy*. Pay particular attention to the survey. You will complete the survey in class. Go to Course Documents on Blackboard to read the article, “Assessing Adolescents' Motivation to Read,” that appeared in the *Journal of Adolescent and Adult Literacy*.   Administer the survey to all of the students in your small group at Hughes STEM. Submit a summary report of this survey describing your students’ interests and how you will adapt your instruction to capitalize on those interests. Include your raw data (e.g., original surveys and scoring). Submit a brief report that includes the following:   1. Describe how you established some rapport with the students. 2. Describe the procedures that you followed as you administered the survey. 3. Include the data from page 390 or simply submit the "MRP Reading Survey Scoring Sheet (Figure 6). Explain what the survey data tell you about the diversity within your small group. 4. Include any notes that you took during the administration of the survey (e.g., areas of confusion, attitudes of the students). 5. Write a summary in which you address any concerns, applications and conclusions. Now that you have had an opportunity to interact with your students, watch them participate in discussions, and read some of their work, describe how the survey data relate to what you observe. For example, how would you describe your student's motivation and engagement? Or consider the author's information on girls and boys. Interestingly, when it comes to how teens see themselves as readers, the authors found that girls had significantly higher scores on the surveys than boys. Boys scored higher in their early teens but their scores decreased in their late teens. As for valuing reading, girls valued reading more than boys. Girls increasingly valued reading with each grade level while boys’ scores decreased with each grade level. 6. What have you learned about these students? How can you apply these insights into teaching these students? Have you learned anything that you might use to help these students become better readers and writers? 7. Provide insights related to this interview that you gleaned from reading our texts. 8. **Adolescent Motivation to Read Profile - Conversational Interview** (100 points; Due Oct 13):A team of researchers designed an “Adolescent Motivation to Read Profile” to assess the in- and out-of-school reading motivation. The “Adolescent Motivation to Read Profile” also includes a conversational interview designed to capture the “real reading of adolescents today.” Read the article from the *Journal of Adolescent and Adult Literacy*. Using the Adolescent Motivation to Read Profile Conversational Interview, ask one of your PRW students questions about fiction, expository, and computer-based reading materials; about what instruction in school motivated them to read; and in which classes was the reading material most difficult. Complete the interview of two students in your small group and use only pseudonyms in your reports.   Go to Course Documents on Blackboard to read the article, “Assessing Adolescents' Motivation to Read,” that appeared in the *Journal of Adolescent and Adult Literacy*. Submit a report that includes the following:   1. List your students’ pseudonyms, your name, and the date, time and location of the interviews. 2. Describe the students. 3. Describe how you established some rapport with the students. 4. Describe the procedures that you followed. 5. List the questions that you asked, including probing questions that you did not plan to ask. 6. Include any notes that you took during the interview (raw interview data). 7. Include your observations, including concerns and summary conclusions. Now that you have had an opportunity to watch your students in class and read their work, describe how the interview data relate to what you observe. For example, how would you describe your student's motivation and engagement? Or consider the author's information on girls and boys. Interestingly, when it comes to how teens see themselves as readers, the authors found that girls were more likely to see themselves as strong readers. Boy’s views of themselves as readers decreased in their late teens. As for valuing reading, girls valued reading more than boys. Girls increasingly valued reading with each grade level while boys’ scores decreased with each grade level. 8. Include your suggestions for helping this student become a better reader and/or writer. 9. Provide insights related to this interview that you gleaned from reading our two texts and our class discussions. 10. **Analysis of Student Work** (100 points, Due Oct 20):Assign a writing assignment tied to a specific writing objective. Collect these pieces of writing. Read the students’ written responses. Using the Analysis of Student Work process, complete these steps: 11. Expectations – What is the specific writing objective? (Consult the *Ohio English Language Arts Academic Content Standards*)? 12. Student Sort/Seeing the Range - Where does each piece of writing fall? (e.g., far below standard, approaching standard, meeting standard or exceeding standard) 13. Description of Student Performance (Focus) 14. Learning Needs (Prioritizing needs) 15. Differentiated Strategies (Pedagogy) 16. Consult with your cooperating teacher about your sort. 17. Finally, submit your Analysis of Works Sample chart, including a brief summary or your data and plans for differentiating instruction to teach this specific writing objective. Include insights gleaned from the Beers’ texts or presentations by any of our Hughes/School of Education speakers and/or class discussions. 18. **Create a Census, Map and Calendar** (100 points, Due Oct 27): Carefully describe the students in your small group and the setting and community where your teaching takes place. 19. **Blackboard Literature Circle**s (100 points, Due Weekly): Literature Circles are small groups of readers gathered together to discuss a text in depth (Daniels, 1994; Schlick, Noe, & Johnson, 1999). As a teaching method, Literature Circles are an example of long-term discussions that support readers in becoming critical thinkers. Beers (2003) refers to Literature Circles (276) and Book Clubs (268-269). As she indicates, small groups of students gather to discuss literature of their choice, often taking on specific roles. The students meet on a regular basis in groups of four or five. Usually, the students have read the same text; however, you may establish different Literature Circles within the same class, each circle reading different texts. To model this process in our class, we are embedding Literature Circles in the Discussion Threads that you will participate in on Blackboard. Each Literature Circle must be completed by the due date in order to earn credit for the assignment. Each thread will close at the due date. 20. **After-School Small-Group Interaction Project (select one)(Due in form of CAL & PSTGSA)**     1. **Literature Circles (100 points):** Students who struggle with academic reading grow progressively less interested in reading and remain unsuccessful. It is critical that programs motivate students to read independently. A direct correlation can be found between reading achievement and amount of text processed per day. We improve as readers by reading (Allington, 2006). This is often called the Matthew effect. You will complete a literature circles project with your small group to improve your students’ abilities to analyze texts and increase their self-determination in selecting texts and discussing ideas.     2. **Creating Graphic Novels (100 points):** You will teach the young adults in your small groups to create young adult graphic novels, by having them read model graphic novels and comics of high quality (e.g., Jeff Smith’s *Bone*, Bill Watterson’s *Calvin and Hobbes*, James Kochalka’s *Peanut Butter and Jeremy’s Best Book Ever*). These works appeal both to novice readers and highly literate adults. You will then show them how the artists use a variety of ways to show action and emotion. Once students with poor self-efficacy in their drawing skills understand that they can draw exciting and valuable comics even if they can’t draw realistically, you will work on their storytelling, specifically the economy of language and choosing what part of the scene to draw in each panel. 21. **Graduate Student Assignment:** Candidates taking this course for graduate credit are required to complete the assignments listed above and one additional project. We will meet with graduate students following the second class meeting to discuss options for this special project (e.g., establish an NCTE student affiliate at UC, observe an intern, summarize and analyze a journal article, design a unique project). Develop an annotated bibliography that meets the following criteria: (a) Annotation must go beyond a summary of the article; (b) Explain the text: develop a brief account that reflects some in-depth and personalized ideas; is supported by theory as well as evidence or argument; (c) Interpret the text: briefly expand on a perspective that is a helpful interpretation or analysis of the importance/meaning/significance of a point; provide useful history or context; different levels of interpretation; Length 2 double-spaced pages for each reference | |
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| **Alignment with Transformation Initiative:**  In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.*** | |
| **Alignment with Conceptual Framework:**  This course addresses these institutional standards: Preparing candidates   * with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context. * with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline. * who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity. * able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice. * Who use assessment and research to inform their efforts and improve student outcomes * Who demonstrate pedagogical content knowledge, grounded in evidence-based practices, and maximizing the opportunity for learning and professionalism. | |
| **Alignment with Specialized Program Association:** | |
| Standards Crosswalk of Reading Coursework for Intervention Specialists   |  |  | | --- | --- | | Ohio Reading Mandate  2008 Modified Ohio/IRA Report Standards | CEC Standards (2001) | | Standard 2: Knowledgebase and Beliefs about Reading | | | 2.1 The candidate recognized the importance of teaching the processes and skills of reading. | GC4S4 Use reading methods appropriate to individuals with disabilities. | | 2.2 The candidate understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity. | ICC3K4 Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.  ICC6K1 Effects of cultural and linguistic differences on growth and development.  ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. | | 2.3 The candidate demonstrates an understanding of reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation. | GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 2.4 The candidate demonstrates an understanding of the influence of development (physical, perceptual, emotional, social, cultural, environmental, and cognitive) and background experiences on what the reader brings to the reading/literacy situation. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  ICC2K1 Typical and atypical human growth and development.  ICC6K1 Effects of cultural and linguistic differences on growth and development.  GC7K4 Relationships among disabilities and reading instruction.  GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.  GC7S3 Plan and implement age and ability appropriate instruction for individuals with disabilities. | | 2.5 The candidate demonstrates an understanding of the interrelation of reading and writing, listening and speaking. | GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual. | | 2.6 The candidate understands how various factors such as content, purpose, tasks, and settings influence the reading process. | GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. | | 2.7 The candidate understands the role of metacognition in reading, writing, listening, and speaking. | GC4S3 Teach learning strategies and study skills to acquire academic content.  GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies. | | Standard 3: Creating a Literate Environment | | | 3.2 The candidate uses texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth. | GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language | | 3.3 The candidate recognizes the value of reading aloud to learners. | GC4S4 Use reading methods appropriate to individuals with disabilities. | | 3.4 The candidate provides opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes. | GC4K1 Sources of specialized materials, curricula, and resources for individuals with disabilities.  GC4K5 Strategies for integrating student initiated learning experiences into ongoing instruction.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 3.5 The candidate uses instructional and informational technologies to support literacy learning. | 8.1 The candidate recognizes assessment as an ongoing and indispensable part of reflective teaching and learning. | | 3.8.3 The candidate uses effective techniques and strategies to ensure children’s literacy development and growth. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  ICC2K1 Typical and atypical human growth and development. | | Standard 4: Individual Differences | | | 4.1 The candidate understands and is sensitive to differences among learners and how these differences influence reading. | ICC2K5 Similarities and differences of individuals with and without exceptional learning needs.  ICC2K6 Similarities and differences among individuals with exceptional learning needs.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  ICC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.  ICC2K1 Typical and atypical human growth and development.  ICC2K5 Similarities and differences of individuals with and without exceptional learning needs.  GC7K4 Relationships among disabilities and reading instruction.  GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.  ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. | | 4.2 The candidate demonstrates an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process. | ICC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.  ICC3K4 Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.  ICC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.  ICC3K4 Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.  ICC6K1 Effects of cultural and linguistic differences on growth and development.  ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. | | 4.3 The candidate creates and implements reports designed to address the strengths and needs of individual learners. | ICC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  ICC7S6 Sequence, implement, and evaluate individualized learning objectives.  ICC8S7 Report assessment results to all stakeholders using effective communication skills. | | 4.4 The candidate communicates with students about their strengths, areas for improvement, and ways to achieve improvement in reading. | GC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners.  ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress.  ICC8S7 Report assessment results to all stakeholders using effective communication skills. | | Standard 5: Comprehension | | | 5.1 The candidate provides direct instruction and models what, when, and how to use reading strategies with narrative and expository texts. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4K7 Methods for guiding individuals in identifying and organizing critical content.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. | | 5.2 The candidate models questioning strategies. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 5.3 The candidate teaches students to connect prior knowledge with new information. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4K2 Strategies to prepare for and take tests.  GC4K7 Methods for guiding individuals in identifying and organizing critical content.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S3 Teach learning strategies and study skills to acquire academic content.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 5.4 The candidate teaches students strategies for monitoring their own comprehension. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S3 Teach learning strategies and study skills to acquire academic content.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies.  GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. | | 5.5 The candidate ensures that students can use various aspects and structures of text to facilitate comprehension. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4K7 Methods for guiding individuals in identifying and organizing critical content.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies. | | Standard 6: Word Identification, Vocabulary, and Spelling | | | 6.2 The candidate teaches students to use context to identify and define unfamiliar words. | ICC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 6.5 The candidate employs effective techniques and strategies for the ongoing development of independent vocabulary acquisition. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  ICC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum.  GC6S1 Enhance vocabulary development. | | Standard 7: Curriculum Development | | | 7.1 The candidate creates individualized and group instructional interventions based on a range of authentic literacy tasks using a variety of texts. | ICC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings  ICC7S10 Prepare lesson plans.  ICC7S11 Prepare and organize materials to implement daily lesson plans. | | 7.2 The candidate adapts instruction to meet the needs of different learners to accomplish different purposes. | GC3S1 Relate levels of support to the needs of the individual.  ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S7 Use appropriate adaptations and technology for all individuals with disabilities  ICC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. | | 7.3 The candidate selects and evaluates instructional materials for literacy, including those that are technology-based. | GC4K1 Sources of specialized materials, curricula, and resources for individuals with disabilities  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S7 Use appropriate adaptations and technology for all individuals with disabilities.  GC5S2 Use and maintain assistive technologies.  ICC7S9 Incorporate and implement instructional and assistive technology into the educational program. | | 7.4 The candidate aligns curriculum and instruction with state and local standards. | ICC7K3 National, state or provincial, and local curricula standards.  ICC7S10 Prepare lesson plans.  ICC7S11 Prepare and organize materials to implement daily lesson plans. | | Standard 8: Assessment and Diagnosis of Reading Difficulties | | | 8.2 The candidate is knowledgeable about the characteristics and appropriate application of widely used and evolving assessment approaches. | ICC8K4 Use and limitations of assessment instruments. | | 8.3 The candidate conducts assessments that involve multiple indicators of learner progress and takes into account the context of teaching and learning. | GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  ICC8S9 Develop or modify individualized assessment strategies. | | 8.4 The candidate uses information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning. | GC4K4 Prevention and intervention strategies for individuals at-risk for a disability.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  ICC7S13 Make responsive adjustments to instruction based on continual observations.  ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data.  ICC8S4 Develop or modify individualized assessment strategies.  ICC8S5 Interpret information from formal and informal assessments.  ICC8S9 Develop or modify individualized assessment strategies. | | 8.5. The candidate creates assessments that take into account the complex nature of reading, writing, and language and that are based on a range of authentic literacy tasks using a variety of texts. | GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  ICC8S4 Develop or modify individualized assessment strategies. | | 8.6 The candidate aligns assessment with curriculum and instruction. | GC4K4 Prevention and intervention strategies for individuals at-risk for a disability.  ICC7S13 Make responsive adjustments to instruction based on continual observations.  ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data. | | Standard 9: Writing | | | Standard 10: Professionalism, Professional Development, and Research | | | 10.1 The candidate uses multiple indicators to judge professional growth. | ICC9K3 Continuum of lifelong professional development. | | 10.3 The candidate reflects on practice to improve instruction and other services to the students. | ICC9K1 Personal cultural biases and differences that affect one’s teaching.  ICC9K3 Continuum of lifelong professional development.  ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.  ICC9S9 Conduct self-evaluation of instruction.  ICC9S11 Reflect on one’s practice to improve instruction and guide professional growth.  ICC9S13 Demonstrate commitment to engage in evidence-based practice. | | Standard 11: Field Experiences | | | 11.1 There are logical, sequential, and planned reading experience(s) integrated into coursework where candidates participate in classroom(s) with certified/licensed, experienced teacher(s) and work with P-12 students. |  | | |
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| **Alignment with Ohio Standards for the Teaching Profession:**  **1 Teachers understand student learning and development and respect the diversity of the students they teach.**  • Teachers display knowledge of how students learn and of the developmental characteristics of age groups.  • Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.  • Teachers expect that all students will achieve to their full potential.  • Teachers model respect for students’ diverse cultures, language skills and experiences.  • Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.  **2 Teachers know and understand the content area for which they have instructional responsibility.**  • Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.  • Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.  • Teachers understand school and district curriculum priorities and the Ohio academic content standards.  • Teachers understand the relationship of knowledge within the discipline to other content areas.  • Teachers connect content to relevant life experiences and career opportunities.  **3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.**  • Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.  • Teachers collaborate and communicate student progress with students, parents and colleagues.  **4 Teachers plan and deliver effective instruction that advances the learning of each individual student.**  • Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.  • Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.  • Teachers apply knowledge of how students think and learn to instructional design and delivery.  • Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.  • Teachers use resources effectively, including technology, to enhance student learning.  **5 Teachers create learning environments that promote high levels of learning and achievement for all students.**  • Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.  • Teachers create an environment that is physically and emotionally safe.  • Teachers motivate students to work productively and assume responsibility for their own learning.  • Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.  • Teachers maintain an environment that is conducive to learning for all students.  **6 Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.**  • Teachers communicate clearly and effectively.  • Teachers collaborate effectively with other teachers, administrators and school and district staff.  **7 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.**  • Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.  • Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement. | |
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| **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class.  **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). | |
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| **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate).    **Policy on Academic Honesty**  The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, deception of effort, or unauthorized assistance, will be dealt with on an individual basis according to the severity of the misconduct. To encourage original and authentic written work, any written assignment created in this course may be submitted for review in tool used to judge the originality of written work (i.e., Turnitin.com). Academic dishonesty in any form is a serious offense and will not be tolerated in an academic community. Dishonesty in any form may result in a failing grade in a course and/or suspension and possibility dismissal from a field of student and/or the university. | |
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| **Electronic Communication Policy;**  Digital communication tools (i.e., email, IM/Skype, etc.) are valued forms of communication. Students are encouraged to utilize these forms of communication when interacting with the instructor. **When using these forms of communication students are to be professional and remember the proper way to communicate with faculty**. Furthermore, students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired it may not always be possible (especially late at night and on weekends). **Students should allow a minimum of 24 hours (on weekdays; 48 hours weekends) for a response to take place. *Generally, students will not receive responses on weekends or holidays.*** The instructor will answer emails in the timeliest fashion possible.  Additional notices with regards to digital communication:  1.     University policy requires students to use their UC email account for course-based and university business.  2.     Prior to sending a message on Skype (http://www.skype.com), please email a message indicating your Skype name. Failure to do this could result in the instructor refusing to accept your Skype communication. | |
| **Grading:** | |
| Grading Scale - Undergraduate Students  95-97 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  67-69 D+ 1.33  64-67 D 1.00 Poor  61-63 D- 0.67  < 61% F 0.00  Grading Scale - Graduate Students  95-97 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  < 69% F 0.00  **Incomplete Course (receiving an “I”):** All course assignment must be completed to receive a passing grade.An “I” grade (incomplete) is an option only in the case that the individual has a signed or verified agreement in writing with the course instructor prior to the second to the last class of the quarter. Such an agreement will clearly designate a completion timeline of all incomplete course requirements; it is the individual’s responsibility to develop this agreement and not that of the instructor. Failure to reach such an agreement, prior to the conclusion of a course, and missing outstanding assignments will result in an “F” for the course. As per university policy, after one year an "I" grade turns into an "F" grade; upon changing an “I” to an “F” there is no opportunity to change the grade. Furthermore, as per program policy, until converted into a satisfactory letter grade, students with an “F” in any course will be unable to participate in a program sponsored internship experience.  **Technology Use:**  This is an online course, students are assumed proficient in most online education technology. Other technology is integrated throughout many of the course assignments. Students are encouraged to seek outside assistance if they have difficulties in completing these integrated projects and assignments.  **Special Needs Policy**  If you have documented special needs related to your participation in this course you should meet with the instructor to arrange reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. Note: Accommodations require prior approval and paperwork completed by Disability Services Office (DSO).  **APA and Person-First Language:**  All professional writing is this course is to be in accordance with the APA Manual 5 th Ed. Students are to consult the APA Manual as a reference for writing throughout the course. The APA Manual (5 th edition) is available in the library, online, and in various bookstores.  In accordance with the APA Manual, students and professionals in the field are to use ìperson-first" verbal and written language. Within this style of language the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "the disabled people". **Point deductions will be given for written student assignments that neglect to use person-first language.**  **Instructional Policies**  Readings. Readings from the course text and other readings are assigned for each lecture/course meeting. It is essential that you keep up with the assigned readings as a percentage of the exam questions come directly from your readings.  Lectures/Course Meetings. Lectures and assigned readings will be related but not repetitious of assigned readings. Knowledge and understanding of information presented during class meetings will be assessed on exams. If you are confused, please ask questions.  Attendance: Students are expected to attend all class sessions, actively participate in class discussions, and complete all assignments in a timely manner. Inconsistent attendance, participation, and work completion will negatively influence your grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to inform the instructor by email, obtain class notes, assignments, and/or handouts from a classmate as well as to become aware of any announcements in class.  **Late Assignment Policy**  All assignments are due at the beginning of the class period on the designated date. Assignments submitted online are required to be submitted as instructed (i.e., email, Blackboard, etc.) by the assigned time (i.e., 11:59 PM). Late class assignments will be assessed the following penalties:  1. 10% reduction of points for each day the assignment is late (including weekends).  2. Extensions may be given on a limited basis and are at the discretion of the instructor. To request an extension, communicate your request to the instructor prior to the assignment due date.  3. All assignments must be completed prior to finals week. Failure to complete an assignment will result in a lower course grade.  **Participation points**  Throughout the course various in-class and online activities will be conducted. Points may be assigned to individual activities. If an activity is missed due to an unexcused absence, these points cannot be made up. NOTE: These are part of your final grade not bonus or extra-credit points!  **Withdrawal:** Students are able to withdraw based on university policy. Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms.  ***Topic*** | |
| 1 | Culturally Relevant Pedagogy |
| 2 | Diversity Repertoire |
| 3 | Independent readers & writers: What is reading?  What is writing? |
| 4 | Assessing Reading & writing needs |
| 5 | Finding books |
| 6 | Comprehension, Explicit instruction, Making inferences, Pre-reading strategies |
| 7 | Comprehension, Constructing meaning: During reading strategies, After reading strategies |
| 8 | Vocabulary |
| 9 | Fluency & automaticity |
| 10 | Writers Workshop |
| 11 | Decoding, Morphology, Word recognition, and Spelling |
| 12 | Gallery Walk of Diversity |
| 13 | Professional Goals for learning |
| 14 | Creating the Third Space |
| Exam Week |  |