

# Campbellsville University School of Education

**SED 600**

## Theories of Reading and Educational Practices P-12

**Professor:** Dr. Tim Miller

**Class:** SED 600-01 – Theories of Reading and Educational Practices P-12

**Information:** 3 Credit Hours **Classroom:** Online **Phone:** 606-776-6263

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**Chat Time:** Tuesdays 8:00 – 9:15 PM EST

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# Virtual Office Hours:

The Professor can be reached by phone or e-mail.

# School of Education Conceptual Framework

**Theme: Empowerment for Learning Model:**



**Required Text:**

Carnine, D.W. Silbert, J., & Kameenui, E.J. (2017). *Direct instruction reading* (6th ed.).

Columbus, OH: Prentice-Hall. ISBN-13: 9780133827088

The textbook is required for this course. All materials for this course can be found in the textbook and Internet site for this course. All reading materials are contained in the body of the course.

# School of Education Mission Statement

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

* + - preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
		- honoring, understanding, and respecting diverse voices and communities in society,
		- establishing partnerships and collaborating with the professional community, supporting and enhancing Christian characteristics of servant leadership

# Framework for Teachers Domain 1

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate.

Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

# Domain 2

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of

respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

# Domain 3

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

# Domain 4

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

# Source of Evidence

We will no longer be using TPA documents when creating units of study, lesson plans, and professional growth plans. We are will use Source of Evidence documents to mirror those used in the public schools. All documents/forms are located on the School of Education web page at ([www.campbellsville.edu/mase](http://www.campbellsville.edu/mase)). Be sure to go these sites.

Become familiar with Source of Evidence. Look at the KDE web page for Professional Growth and Effectiveness System (PGES). This is the new evaluation process used by districts to assess the effectiveness of their faculty. You can locate the information at the KDE web page (<http://education.ky.gov/Pages/default.aspx>). Once on the home page, click on the tree on the right side of the screen or follow this link (<http://education.ky.gov/teachers/PGES/Pages/PGES.aspx>).

# IRA Standards

**2** The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

**5** The Literate Environment Standard focuses on the need for candidates to synthesize their [foundational knowledge](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard1.aspx) about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students’ traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

# Course Description:

This course will concentrate on the best practices for teaching reading to students with learning and behavioral difficulties. Candidates will conduct research on literacy problems in the United States and examine reading approaches for students with reading difficulties. Understanding of best practice strategies for teaching of reading will be applied through a research paper project

# Methods of Instruction

The instructional methods will include:

* online learning lessons
* individual consultation with instructor
* online discussion groups
* demonstration
* teamwork
* speakers
* cooperative learning activities
* site visitation and classroom observation

# Purpose of Course

The purpose of the course is to prepare teachers to increase the reading skills of special needs students. Teachers will learn instruments and strategies to best instruct students.

# Council of Exceptional Children Standards (2004)

This course meets the guidelines designated under the CEC standards for common cor

Standard #1-Foundations: ICC1K7, ICC1K8, BD1K2, LD1K4

Standard #2-Development and Characteristics of Learners: ICC2K1, BD2K1, LD2K3 Standard #3-Individual Learning Differences: ICC3K1, LD3K1

Standard #4-Instructional Strategies: ICC4S1, ICC4S5, BD4S1, BD4S2, LD4K1, LD4S1, LD4S10, LD4S11

Standard #5-Learning Environments and Social Interactions: ICC5K1, ICC5K8, ICC5S1, ICC5S3, ICC4S13

Standard #6-Communication: ICC6K1, ICC6K4, LD6S1, ICC6S2 Standard #7-Instructional Planning: ICC7S2, ICC7S9, ICC7S11, BD7S2

Standard #8-Assessment: ICC8K2, ICC8S3, ICC8S4, ICC8S7, BD8S1, BD8S2, LD8K2

Standard #9-Professional and Ethical Practice: ICC9S1, ICC9K4, ICC9S6, LD9K2 Standard #10-Collaboration: ICC10K3, ICC10S6, BD10S1, LD10K2

# Program of Studies for Kentucky Schools

Reading 1.2

* Read a variety of materials to gain understanding of the world around them and of the nature of texts, including literary materials.

Reading 1.2

* Read and understand a variety of materials, making connections to student’s lines, to read world issues, and/or to current events.

Reading 1.2

* Read and analyze practical/workplace materials (e.g., warranties, recipes, forms, memoranda, consumer texts, manuals).

## Core Content

RD-E-x.0.1

* Use word recognition strategies (e.g., phonic principles, context clues, structural analysis) to determine pronunciations and meanings of words in passages.

RD-E-x.0.5

* Recognize the purpose of capitalization, punctuation, boldface type, italics, and indentations used by the author.

RD-M-x.0.5

* Formulate questions to guide reading.

RD-M-x.0.8

* Make predictions, draw conclusions, and make generalizations about what is read.

RD-H-x.0.2

* Interpret literal and non-literal meaning of words.

RD-H-x.0.5

* + Make, confirm and revise predictions.

RD-H-x.0.6

* + Paraphrase important parts of a passage.

# Diversity Proficiencies Addressed in this Course:

1.2, 2.2, 2.4, 3.3, 4.2, 5.4, 8.1

# Course Objectives

Upon completion of this course, each student will be able to:

1. Review the research on best practices in teaching reading and describe the attributes of a quality instructional reading program. KTS 1, 6, 10
2. Research and review formal and informal reading instruments. KTS 5, 7, 8
3. Use students’ IEP’s to adapt lesson plans. KTS 1, 2, 3, 4, 5, 7, 8
4. Design and use research-supported methods for academic and nonacademic instruction of individuals with learning and behavioral disorders. KTS 1, 2, 3, 10
5. Identify and teach essential concepts, vocabulary, and content across the general curriculum. KTS 1, 2, 3, 4
6. Implement systematic instruction in teaching reading comprehension and monitoring strategies. KTS 4
7. Teach strategies for organizing and composing written products. KTS 4
8. Identify supports needed for integration into various program placements and teach parents to use appropriate behavior management and counseling techniques. KTS 1, 8, 10
9. Incorporate and implement instructional and assistive technology into the educational program. KTS 6
10. Integrate academic instruction, affective education, and behavior management for individuals and groups with emotional/behavioral disorders. KTS 4
11. Understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. KTS 1, 10
12. Participate in activities of professional organizations relevant to the field of emotional/behavioral disorders. KTS 9

# Class Attendance and Participation

Class attendance will be checked. More than two absences will result in an automatic “F” for the course. Students are asked to notify the professor in advance if they will be absent and to be responsible for all assignments.

This course will use Moodle Courseware for online chats. Students will need high-speed Internet access and a headset with microphone and headphones. They will need to access the Moodle room. Before the first class, they will need to check their computer system for compatibility. Any issues will need to be resolved in advance of the first meeting.

Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Students must contribute to class discussions a minimum of five times during each chat to be considered present.

# Course Assignments/Assessments

(All assignments must be word-processed using Microsoft Word, 6.0 or higher.)

# Weekly Assignments: Summaries/Critiques

1. Students are to read assigned chapters in the textbook and online information and write a summary and critique of what was learned including areas needing clarification. A summary includes a general description and main ideas of the content whereas a critique involves an analysis of the information. At times students will be required to answer questions listed in the assignment sheet.
2. Students are required to complete the weekly online assignments, adding comments.

# Research Paper and PowerPoint Presentation (KTS 6)

A.) Students will write a 10-page research paper, including title and reference pages, with at least 5-7 references on one of the common methods of teaching reading to students with a disability. It is more useful if you choose a topic that you are not familiar with to gain a broader understand of the research in the field of literacy (reading) instruction. Example topics: direct instruction, Response to Intervention (RTI), computer based software, site-based intervention programs, reading recovery, four blocks, etc. The research paper should included citations and references in APA style. Research papers should be uploaded into the designated site in the CU course site.

B.) A Power Point (PPT), consisting of at least 10 slides, should be created to summarize major information about the approach. Design and plan the PPT so gets to the essences of your research paper. Upload in the same manner as paper.

* **Field Hours (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10)**

There are two categories for students in this course. The field requirements are different for each group:

A.) Students who do not have teaching experience and are seeking a special education certificate in an Option 6 alternative certification program.

B.) Students who have teaching experience and are working ~~as~~ \*substitute teachers on a special permit on a Temporary Provisional certificate.  \*Substitute teachers will need to complete the required 20 hours of field.

If you are a student in the first category (A category) you will participate in **twenty (20) hours** of field experiences. These field hours will provide a variety of opportunities to: (1) to observe, (2) to assist, (3) to tutor, (4) to instruct (small groups, whole groups), and (5) to conduct applied research projects. The defining element for these field experiences is getting experience with students. When documenting field hours, students should use mock names for students and teachers involved to ensure confidentiality. See the field hour requirement document for details (located on the University web page).

If you are in the second category (B category) you will participate in **six (6) hours** of field experiences. These field hours will provide a variety of opportunities to: (1) to observe, (2) to assist, (3) to tutor, (4) to instruct (small groups, whole groups), and (5) to conduct applied research projects. The defining element for these field experiences is getting experience with students. When documenting field hours, students should use mock names for students and teachers involved to ensure confidentiality. See the field hour requirement document for details (located on the University web page). You can use your own classroom, and the preparation of lesson plans to count as field hours.

Logs must be kept of the field experience.  The original and reflection must be sent to the Special Education Program office, and a copy scanned, and sent to your professor. The form must be completed in order to receive credit for this class.

The field log shall be filled out each time you observe, whether it is one, two or three hours at a time. Have supervisor sign after every observation. You should not have one supervisor (teacher or principal) sign for the entire hour block of time. A signature must be obtained after each visit. The form has places for you to add information. In order to qualify as a fully completed document the participation log must have all places filled out, and the following information present on the form.

1.           The name of the institution, the person you observed, and educational setting you are observing (grade level, subject, content material, special education etc.).

2.           The supervisor (teacher or principal) must sign for each set of hours. Do not have supervisor sign for the total 10 hours on one line of the log. Use as many lines as needed, and add a page if necessary.

3.           The supervisor’s signature must be readable. If the signature is illegible then you should type, or print the name of the person somewhere on the page.

4.           For each place you visit a telephone number or email address must be on the log.

If the form does not have a place for the information above, you must add the information.

Additional written assignment coupled with the field experiences. This is for both categories A and B. Develop two lesson plans and teach one using the sources of evidence document. The second lesson should use the Sources of Evidence, as well. The taught lesson should be used during your observations. These requirements are listed in the course calendar.

**Kentucky Field Experience Tracking System (KFETS)**

If you are in category A above you will need to enter the field hours in KFETS. This is a tracking system for field hours set by the KY Education Professional Standards Board. Students will complete the current paper forms as in the past; 2015-16 forms are located on the SOE web page ([www.campbellsville.edu/mase](http://www.campbellsville.edu/mase)).   In addition, students will now log in to their EPSB account and log in their field hours; by course, by hour, by district, by school, by teacher, by period. The link for EPSB is ([www.epsb.ky.gov](http://www.epsb.ky.gov/)).

Complete this task before the end of each 8-week session.  To help you there is a tutorial on the EPSB site. Call the Special Education Office (270-789-5169/5160) if you need help.

# Quizzes (KTS 5 )

Students will take a series of weekly quizzes. The quizzes will concern materials related to course content, readings, online discussions, and Web links. The quizzes will be objective type. Students must pass at least

85% of the items prior to being permitted to move to the next lesson. *Failure to meet the 85% standard on quizzes will prevent students from moving not only to the next lesson, but also to the next assessments which are required to complete the course.*

# Literacy Autobiography, PowerPoint & Reflection

You will write a narrative (paper) about yourself – ***A Literacy Autobiography***. It will include the following components:

1. a personal introduction and description of previous, and current home literacy environment, culture, and daily oral and written literacy practices.
2. students' first recollections of reading/writing/literacy

experiences, supported by interviews of family members, including titles and impressions of the first books read, samples of early writing (if available), and/or descriptions of stories written at young ages.

1. literacy experiences at the elementary, middle and secondary levels
2. how these previous and current literacy experiences impact their current attitudes, practices, uses and literacy instruction (reading, writing, and oral language use) in the classroom
3. current changes in students' attitudes and changes

In addition to the narrative paper you will do a PowerPoint (PPT) summarizing what you wrote in your narrative.

When completed submit both assignment in the designated upload section of the CU website. You are not done. See below.

**If time permits I will have a few of you present your LA to the rest of the class. Details TBA. Presentation about the Literacy Autobiography** should include the following components:

1. a presentation (PPT presentation) to a class
2. after the presentation, a discussion related to personal literacy development.
3. reflection on the whole process of writing and presenting the literacy autobiography
	* + **Final Exam** (KTS 5)

Students will take a final, comprehensive exam reviewing the total course. The final exam will consist of objective items and short answer questions

# Grading System

Quizzes are pass/fail.

|  |  |
| --- | --- |
| **Assignments**Field Hours | **Points**100 |
| Class Participation | 80 |
| Weekly Assignments | 130  |
| Literacy Autobiography, PowerPoint, Reflection | 100 |
| 2 Lesson plans using sources of evidence template | 200 |
| Research Paper & PowerPoint presentation | 200 |
| Final exam | 100 |

# Total: 910

**Course Grading Scale**

93 - 100% = A

86 - 92% = B

79 - 85% = C

72 - 78% = D

Below 72 = F

\*All assignments are to be posted in each student’s ***grade book*** online. I may not be able to have everything in the grade book. Keep a copy of your work so you will know where you stand.

# Incomplete Policy

In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course, **with justifiable cause**, may request an Incomplete from the professor by submitting an Incomplete Request form. This form can be received by contacting the Special Education Program Office or by accessing the University web page. It is the student’s responsibility to request and make arrangements with the professor in order to receive an “I”.

Course work and other requirements to change the “I” grade must be completed by the end of the following 8 weeks. If by the end of the designated time, the requirements have not been met, the professor will change “I” to an “F”.

# Plagiarism Statement

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2013-15 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

# Technical Support and Assistance

Students are required to have a computer, e-mail and Internet access to enroll in this course. Since this course will include a Wimba Classroom, students also need high speed Internet service and headsets (microphone & earphones) for class chats. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

# Policy Statement

*Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.*

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*urrent in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.*