



**Fayetteville State University
School of Education
Department of Elementary Education
Reading Education**

READ 698

1. LOCATOR INFORMATION

Semester: Spring 2012

Course: READ 698 Advanced Applied Product of Learning Credit Hours 3 s.h.

Office Hours: M, T, Th 12- 5 Other times by appointment

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Office Location BU 341

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2. COURSE DESCRIPTION

This course serves as a capstone or culminating experience for the Advanced Master's Degree Program in Education in the Reading Education. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation and evaluation of the exit options: advanced professional portfolio, action research project, or thesis.

3. DISABLED STUDENT SERVICES

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

4. TEXTBOOK

Walpole, S. & McKenna, M. (2004) *The literacy coach's handbook: A guide to research-based practice*. New York, NY: Guilford Press. ISBN 1-59385-034-4 Recommended: See * on reference list

Corcoran, J. (2008) *The teacher who couldn't read: One man's triumph over illiteracy*. New York, NY: Kaplan. (highly recommended)

5. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision, which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities

6. COURSE GOALS, OBJECTIVES

The purpose of the M. Ed. applied product of learning is for the candidates to document and reflect on their professional growth and development throughout the graduate reading program in the following areas: The teacher as a Facilitator of Learning; Teacher as a Researcher; and Teacher as a Literacy Specialist. The candidate may choose to demonstrate this through a portfolio, and action research project or a thesis.

7. NC GRADUATE TEACHING STANDARDS & NC STANDARDS FOR READING TEACHERS

Alignment Matrix for the NC Graduate Teaching Standards, NC Standards for Reading Teachers & SOE Conceptual Framework Themes			
NC Graduate Teaching Standards	NC Standards for Reading Teachers	SOE Conceptual Framework Themes	Assessment
Standard 1: Teacher Leadership		Theme 1: Caring, Theme 2: Communication & T Theme 7: Working with Families & Communities	
Demonstrate effective ongoing communication, collaboration and team-building among colleagues Facilitate mentoring and coaching with novice teachers Set goals and establish priorities while promoting educational initiatives that positively affect student learning Participate in professional learning communities		Theme 1: Caring Dispositions & Ethical Responsibility Theme 7: Working with Families & Communities Theme 2: Communication	
Standard 2: Respectful Educational Environment	Standard 3: Understand and Apply Best Instructional Practices	Theme 3: Knowledgeable 5: Respect for Diversity and 7 : Working with Families	
Facilitate the development of inviting, respectful, supportive inclusive and flexible communities	Provide evidence –based rational for diagnostic instructional decisions	Theme: 7 Working with Families Theme: 5 Respect for	

<p>Create collaborative partnerships with families, schools and communities to promote a positive school culture</p> <p>Facilitate and model caring and respectful treatment of individuals in the learning community</p> <p>Demonstrate knowledge & understanding of diverse world cultures and global issues</p> <p>Encourage high expectations for all learners</p> <p>Collaboratively design and implement instruction that is responsive to learner differences</p>	<p>Employ appropriate instructional grouping options for reading</p> <p>Employ a variety of instructional practices, approaches, and methods to improve reading and writing</p> <p>Select a wide range of instructional materials</p>	<p>Diversity</p> <p>Theme 3: Knowledgeable & Reflective Educators</p>	
<p>Standard 3: Content & Curriculum Expertise</p>	<p>Standard 1: Knowledge of Foundations of Reading</p>	<p>Theme 3: Knowledgeable & Reflective Educators</p> <p>Theme 6: Technological Competence and Educational Applications</p>	
<p>Demonstrate in-depth knowledge of curriculum, instruction and assessment</p> <p>Model integration of 21st century content and skills into practices</p> <p>Develop relevant rigorous curriculum</p>	<p>Analyze foundational reading theories to inform instructional practices</p> <p>Use practices and materials grounded in reading research</p> <p>Use developmental aspects of oral language and its relationship to reading and writing when making instructional decisions</p> <p>Demonstrate how cultural and linguistic diversity impact literacy learning</p>	<p>Theme 3: Knowledgeable & Reflective Educators</p> <p>Theme 6: Technological Competence and Educational Applications</p>	
<p>Standard 4: Student Learning</p>	<p>Standard 2: Use a Wide Range of Reading Assessments</p> <p>Standard 4: Create a Literate Environment</p>	<p>Theme 4: Research & Leadership</p>	

<p>Seek out and use existing research to inform school practices</p> <p>Design action research to investigate and improve student learning and practices</p> <p>Model technology integration that supports student learning</p> <p>Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent and substantiated within a theoretical and philosophical base</p>	<p>Chose, administer and interpret a variety of reading assessments</p> <p>Use reading assessment results to determine appropriate instructional intervention</p> <p>Match instructional strategies to assessment results to promote reading improvement</p> <p>Collaborate with other professionals and families to plan and implement reading instruction</p> <p>Collect information about learners' interests/abilities and apply to instructional reading planning</p> <p>Develop appropriate reading strategies that respond to learner's interest, abilities and backgrounds</p> <p>Use technology to gather and implement reading planning and effective practices</p> <p>Demonstrate a broad knowledge of children's literature, including multicultural and informational texts.</p>	<p>Theme 4: Research & Leadership</p>	
<p>Standard 5: Reflection</p>		<p>Theme 3: Knowledgeable & Reflective Educators</p>	
<p>Promote an educational culture that values reflective practice</p> <p>Model the development of meaningful professional goals</p> <p>Model personal and professional reflection to extend student learning and school improvement</p>		<p>Theme 3: Knowledgeable & Reflective Educators</p>	

8. GENERAL REQUIREMENTS

The candidates are notified of the culmination project requirement at the candidacy level. They will notify the advisor which option they will choose at the second-class meeting of READ 698. Specific requirements for the advanced professional portfolio along with the other two options will be presented in class. All candidates must be a member of the International Reading Association if they are considered for the professional IRA honor society. They must also present at a professional conference to demonstrate leadership in the field- this may be the state conference or the SOE Teaching Institute or the SOE Elementary Education Colloquium.

9. EVALUATION CRITERIA

Rubrics

10. COURSE OUTLINE

Date	Topic
January 12	Course objectives, requirements and discussion
January 26	Presentations from Chapters & Other related research
February. 9	Rough Outline due to instructor along with philosophy statement & Reflection
Dates for additional meetings to be determined by presentations	
April 12	Presentation of Product

11. TEACHING STRATEGIES

Individual project, reflections, discussion, Internet research, and on-line discussion board.

12. ACADEMIC SUPPORT SERVICES

Smarthinking is available. This is an online tutoring service provided for all students. You may submit your writing for the class to the Online Writing Lab. It is accessible from Blackboard; it is listed as a Blackboard course.

13. REFERENCES

Barr, R., Kamil, M., Mosenthal, P., & Pearson, P.D. (2009) *Handbook of reading research*. Mahwah, N.J.: Lawrence Erlbaum Associates, Pub.

Bean, R. (2004). *The reading specialist: Leadership for the classroom, school, and community*. New York: N.Y.: The Guildford Press.

Glasgow, N. & Farrell, T. (2007). *What successful literacy teachers do: 70 research-based strategies for teachers, reading coaches, and instructional planners*. Thousand Oaks, CA:Corwin Press

International Reading Association, <http://www.reading.org>

Mraz, M., Algozzine, B. & Kissel, B. (2009). *The literacy coaches' companion: Pre K-3*. Thousand Oaks, CA:Corwin Press

North Carolina Reading Association. <http://www.ncreading.org>