COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education        Course No. EL876

Course: Reading Recovery® Related Workshop: Creating Balanced Literacy Instructional Settings New: Sp 00

“The Teacher As Competent Professional Educator”

I. Catalog Description and Credit Hours of Course:

This workshop introduces elementary teachers and administrators to components of balanced literacy instruction and processes that foster the successful implementation of those components. (3)

II. Prerequisites:

None

III. Purpose or Objectives of the Course:

A. The student will demonstrate knowledge of:
   1. The principles of an apprenticeship approach while creating balanced literacy instruction.
   2. Current brain research and theory as it relates to literacy instruction.
   3. How to develop a professional learning community to bring about systemic change in literacy instruction.
   4. How to conduct teacher action research in classrooms.
   5. A variety of current informal and formal literacy assessments.

B. The student will use an apprenticeship approach to learning in order to:
   1. Create and sustain a balanced literacy instructional model for diverse learners in classrooms.
   2. Create literacy corners that foster independent learning.
   3. Apply brain compatible learning to the teaching of literacy.
   4. Implement the cognitive coaching model to foster systemic change in literacy instruction.
   5. Conduct teacher action research.
   6. Use current informal and formal literacy assessments to inform teaching decisions.

IV. Expectations of Students:

A. The student will complete all assigned readings.

B. The student will complete all assigned projects.
   1. The student will administer and analyze phonemic awareness tasks, running records and various writing assessments.
   2. The student will incorporate components of balanced literacy instruction in classrooms.
   3. The student will participate in several cognitive coaching sessions related to literacy classroom teaching.
   4. The student will conduct and report on his/her teacher action research.
C. The student will be an active participant in class sessions.

D. The student will work as a team member to create a professional learning community at the school level.

V. **Course Content or Outline:** (Hours)

A. An apprenticeship approach to balanced literacy instruction for diverse learners. (6)
B. Components of balanced literacy instruction. (12)
C. Current brain research, theory, and implications. (7)
D. Systemic change through the development of professional learning communities. (7)
E. Involvement of many constituencies in professional learning communities. (4)
F. Teacher action research – how and why. (6)
G. Informal and formal literacy assessments. (6)
H. Cognitive coaching for in class support. (10)
I. Using technology to network with colleagues. (2)

VI. **Textbooks and Other Required Materials:**


VII. **Basis for Student Evaluation:**

A. Evidence of reading all assignments.
B. Completion of assigned projects.
C. Active class participation.
D. Team member contributions to the professional learning community.

VIII. **Knowledge Base:**


Selected Websites:

- ASCD (Association for Supervision and Curriculum Development)
  http://www.ascd.org
- Heinemann Publishers
  http://www.heinemann.com
- IRA (International Reading Association)
  http://www.reading.org
- RRCNA (Reading Recovery® Council of North America)
  http://www.readingrecovery.org