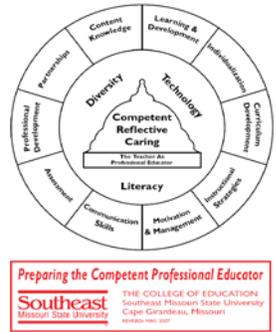**COURSE SYLLABUS**

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education   Course No. EL681
Course: Differentiated Literacy Instruction   New : FA 2008
**   for Classroom Teachers**

"The Teacher As A Competent Professional Educator"

I.   **Catalog Description and Credit Hours of Course:**
        This course introduces classroom teachers to theories, purposes, and practices of differentiated instruction in literacy creating literacy supportive classrooms. (3)

II.   **Prerequisites:**
        Permission of the instructor.

III.   **Purposes or Objectives of the Course:**

        A. The student will demonstrate knowledge of:
            1.   Procedures to observe and analyze children's literacy behaviors over time.
            2.   Theoretical principles of differentiated literacy instruction.

        B. The student will demonstrate competence in:
            1.   Designing and implementing supportive literate classroom environments.
            2.   Teaching for strategic processing in reading and writing.
            3.   Meeting the needs of diverse learners through a literacy workshop approach.
            4.   Collaborating with colleagues to meet the needs of diverse learners.
            5.   Selecting and evaluating books and materials for supportive literacy classrooms.

Alignment of Standards

Objective	Conceptual Framework (Unit Standard Met)	SPA or NCATE Standard Met (IRA)	MoStep Standard Met	Assessment Assuring that the Objective has been met
Foundational Knowledge				
The students will demonstrate knowledge of procedures to observe and analyze children's literacy behaviors over time	1.1, 1.3, 2.1, 2.2	1.1, 1.3, 1.4	1.2.1,1.2.2, 1.8, 1.11	*Reflection Logs * Analyze reading, writing, and oral language over time *Progress Monitoring Assessments *Individual Student Conferences
The students will demonstrate knowledge of theoretical principles of differentiated literacy instruction	1.2, 2.3 3.1,3.2 6.1	1.2, 1.3	1.2.2, 1.2.4,	*Daily one-to-one reading and writing conferences * Comprehension Focus Group Planning *Analysis of reading and writing records
Instructional Strategies and Curriculum Methods				
The student will demonstrate competence in teaching for strategic processing in reading and writing.	1.5, 2.1, 2.2, 2.3,2.4 5.3, 6.2, 6.3	2.2	1.2.1,1.2.2, 1.2.4,1.2.5, 1.2.7	*Mini Lessons *Development of prompts to activate successful problem-solving strategies
Meeting the needs of diverse learners through a literacy workshop approach	1.4,1.5, 3.1, 3.2 4.1,4.2,4.3	2.1, 4.1,	1.2.3, 1.2.6,1.2.7,1.2.8,	*Planning for Reading Workshop * Planning for Writing Workshop * Planning for Language Workshop * Planning for Content Workshop
Selecting and evaluating books and materials for supportive literacy classrooms.	1.2 4.3 5.1 6.2,6.3	2.3, 4.2	1.2.5, 1.2.7, 1.2.9, 1.2.11	*Classroom Library Plan *Identification of Mentor Texts and notebooks
Assessment, Diagnosis and Evaluation				
Collaborating with colleagues to meet the needs of diverse learners.	4.1, 4.2, 4.3 5.1, 5.4, 5.5 6.2,6.3	3.1,3.2, 3.4	1.2.9, 1.2.10, 1.2.11	* Literacy Team Meetings *Intervention Conferences *Cluster Conferences *Progress monitoring with Assessment Wall
Creating a Literate Environment				
The student will demonstrate competence in designing and implementing supportive literate classroom environments.	1.1, 1.3 2.1, 2.2, 5.1,5.2,5.4,5.5 6.1,6.2,6.3	4.1, 4.2,	1.2, 1.3,1.6, 1.7,1.9	*Preparing for Reading Workshop *Preparing for Writing Workshop * Mini Lesson Plans *Co-constructed language charts
Professional Development				
Work with colleagues to observe, evaluate, and provide feedback on each other's practice	3.1,3.4 5.5 6.2,6.3	3.3 5.3	1.9, 1.10, 1.11	*Teacher Conferences: Cluster conference and Individual Conferences

<u>Relationship of the Conceptual Framework to Standards</u>

The increasing emphasis on professional standards for educators that focus on resultant ***dispositions*** and Praxis results of program graduates has reinforced the relevance of the College's emphasis on a synergistic meld of the themes of ***competent, reflective, and caring*** as the grounding artifice of its ***conceptual framework***. As the lists of expected achievement indicators, competencies, and ***dispositions*** issued by government and professional groups become more extensive, only a ***competent*** professional who assiduously ***reflects*** on his/her teaching, while maintaining a ***caring*** attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of ***competencies, reflective learning, and caring*** supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be ***competent, reflective and caring*** in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a ***competent, reflective and caring*** professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate ***technology*** throughout their individual subject area fields, to promote understanding and appreciation for ***diversity***, and to support the development of ***literacy*** skills needed in an increasingly complex society. This ***Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy,*** provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and ***assess*** proficiencies according to standards evidenced in college, state and national standards.

IV.   Expectations of Students:

    A.   The student will complete all assigned readings.
    B.   The student will complete all assigned projects.
    C.   The student will be an active participant in class sessions.

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

A.	Methods of analysis and observation of children's reading and writing behaviors over time	7
B.	Current theory and research on supportive literacy classrooms	7
C.	Applying literacy processing theory to instructional practices that promote strategic problem solving	8
D.	Selecting and producing appropriate materials for diverse learners	7
E.	Designing literate classroom environment for diverse learners	8
F.	Promoting systemic changes through fostering the collaborative process	6
H.	Using technology for real world purposes	2
	Total Hours	45

VI.   Textbooks and Other Required Materials:

Dorn, L. & Soffos, C. (2001a). *Scaffolding Young Writers: A Writers Workshop*

    Approach. Portland, ME: Stenhouse.

Dorn, L. & Soffos, C. (2001b). *Shaping Literate Minds: Developing Self-Regulated*

    Learners. Portland, ME: Stenhouse.

Dorn, L. & Soffos, C. (1998). *Apprenticeship in Literacy Transitions across Reading*

    and Writing. Portland, ME: Stenhouse.

Dorn, L. & Soffos, C. (2006). *Teaching for Deep Comprehension: A Reading*

    Workshop Approach. Portland ME: Stenhouse.

VII.   Basis for Student Evaluation:

    A.   Evidence of reading all assignments   25%
    B.   Completion of assigned projects   50%
    C.   Active class participation   25%

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

VIII. Grading Scale

        93% - 100%   = A
        85% - 92%   = B
        75% - 84%   = C
        74% and below = F

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating**.**

X. Student with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XI. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

Additional Resources

Adams, M. (1990). *Beginning to Read: Thinking and learning about print-A summary.* Urbana-Champaigne, IL; Center for the Study of Reading.

Clay, M. (2004). Talking, Reading, and Writing, *Journal of Reading Recovery, 3(2).*

James, K. (2005). *Reading Recovery and small group literacy intervention: Effective response to intervention.* UALR: Center for Literacy.

Nagy, W. (2007). Metalinguistic awareness and the vocabulary-comprehension connection. In R. Wagner, A. Muse, & K. Tannenbaum (Eds.)*, Vocabulary Acquisition: Implications for Reading Comprehension* (pp. 52-77). New York: The Guilford Press.

Pence, K. & Justice, L. (2008). *Language development from theory to practice.* Upper Saddle River, NJ: Pearson, Merrill, Prentice Hall.

Pinell, G.S., Lyons C.A, DeFord, D.E., Bryk, A., & Seltzer, N. (1994). Comparing Instructional Models for the Literacy Education of High Risk First Graders. *Reading Research Quarterly, 29*, 8-39.

Pressley, M., Disney, L. & Anderson, K. (2007). Landmark vocabulary instructional research and the vocabulary instructional research that makes sense now. In R. Wagner, A. Muse, & K. Tannenbaum (Eds.)*, Vocabulary Acquisition: Implications for Reading Comprehension* (pp. 205-232). New York: The Guilford Press.

Reindl, B. (2007). Layered oracy intervention in the classroom. Little Rock, AR: University of Arkansas at Little Rock.

Rodgers,E.M., Gómez-Bellengé, F.X., Wang, C., & Schultz, M.M. (2005, April). Predicting the Literacy Achievement of Struggling Readers: *Does Intervening Early Make a Difference?* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.