

Course Title: GED 527 LL Literacy Teaching Empowered by Data and Assessment; grades K-6
Instructor: Ellen A. Thompson, Ed. D. Instructor of Record, with June Golato, M.S., CCC-SLP
Hybrid - Online Course
(on-line thru CVEDCVT.edu20.org)w/4 face-to-face meet-ups betw January 27 - April 25, 2016
3 Graduate credits St. Michael's College

Course Description:

This course will ask participants to read and understand more completely the expectations for teaching with the **English-Language Arts Common Core State Standards** (ELA CCSS) for reading and writing. The ELA CCSS require teachers to make several significant shifts in their teaching of the Language Arts. Participants will focus energy on four steps for using assessment data to create goal driven instruction for students. Time will be spent on understanding how to collect, analyze, interpret and use assessment and data about students' reading and writing strengths and needs to form goal driven instructional planning.

Participants will choose three students to follow throughout the duration of this course. Participants will collect, analyze and interpret data on these students to produce and try out individual goal setting with them. From these goals will come a 3-week literacy instructional plan that allows these students to achieve their instructional goals. All participants will use EDU20, a cloud-hosted Learning Management System for large group and strand discussions, assignments, readings, etc.

Goals:

1. Examine the ELA Reading CCSS standards for content, and teaching shifts
2. Review the tenets of a balanced literacy instructional program.
3. Develop a clear understanding of how and what types of data to collect to enhance reading and writing instruction for individual students.
4. Learn to analyze data to discover the strengths students have.
5. Learn to interpret data to establish teaching goals.
6. Include the student in the creation of student goals.
7. Create a 3-week action plan that addresses these literacy goals within the instructional program.
8. Develop an understanding of the use of EDU20.org to support learning of the CCSS and to understand how this platform could be used to support individual student learning in the classroom
9. Collaborate with colleagues to develop a community of learners to support this new learning
 - a. Reflect and discuss the many issues related to the teaching of reading/writing/assessment/CCSS shifts
 - b. Consider the implications this work has on classroom practice
 - c. Engage in dialogue concerning current reading/writing policies and practices
 - d. Support the learning of others within the digital environment.

Learning Outcomes:

1. Participants will know and understand the shifts of content within the ELA CCSS and its importance for teaching.
2. Participants will understand the tenets of a balanced literacy instructional program.
3. Participants will understand how and what types of data to collect to enhance reading and writing instruction for individual students.

4. Participants will understand how to analyze and interpret data to inform instructional decisions.
5. Participants will create a 3-week action plan that addresses these literacy goals within the instructional program.
6. Participants will share their new learning as well as their questions within the online course community.
7. Participants will understand how to use a learning management tool (edu20) for structuring a digital instructional setting.

Required Readings:

Grades K-2 participants:

Serravallo, Jennifer, The Literacy Teacher's Playbook: Four steps for turning assessment data into goal-directed instruction, grades K-2, Heinemann

Grades 3-6 participants:

Serravallo, Jennifer, The Literacy Teacher's Playbook: Four steps for turning assessment data into goal-directed instruction, grades 3-6, Heinemann

All participants:

Serravallo, Jennifer, The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers, Heinemann

Articles selected and provided by instructors

Calkins, Lucy, *Pathways to the Common Core: Accelerating Achievement*, 2012, Heinemann, Chapter 1: An Introduction to the Common Core State Standards

Fisher, Douglas & Frey, Nancy. (2014). *Closely Reading Informational Texts in the Primary Grades*. *The Reading Teacher*, 68(3), 222–227

Kucan, L. (2012), What Is Most Important to Know About Vocabulary?. *The Reading Teacher*, 65: 360–366.

Serafini, Frank, *The Reading Workshop*, 2001, Heinemann; Chapter 1: Creating a Space for Readers

Serravallo, Jennifer, Teaching Reading in Small Groups: Differentiating instruction for building strategic, independent readers, grades 1-6, Heinemann, Selected chapters

Course Design:

This is a hybrid on-line class. It is important that all course participants make good use of the discussion forums. Increased understanding will be generated through the connection between the assigned readings/tasks and your ability to tease out important information for each other and yourself. The instructors will read and monitor the discussions to highlight important points and to turn conversations in new and deeper directions.

Introductory Module (1)

This module will help you get acquainted with your classmates while you are learning how to navigate CVEDCVT.Edu20.org

Learning Modules (4)

This course is designed around 4 learning modules. Module descriptions with specific expectations will be posted prior to the start date of the next module. Modules are “released” one at a time. Each module contains:

Reading Response Discussion: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. Due dates are set in each module.

Assigned Learning Task: This task is given by the instructors. The result is to be shared with others. Participants are expected to respond to 4 postings of others. These tasks will support the final project development. Information from these assignments can be added to your final project - but will not fulfill this project’s entire scope.

Each module will be completed within a 1-3 week window of time. Dates will be given for each module. All assigned tasks are due on the date provided. ***If at any time, you feel that you need more time or do not understand the assignment, contact the instructors BEFORE the assigned due date.*** Accommodations of time and more information will be given if requested **BEFORE** the assigned due date. Points will be reduced if assignments are late without previous conversation.

Open Forum Discussions: These are non-graded discussions, but participation is expected. These discussions are a direct link to the instructors and colleagues around your specific questions.

Collegial Collaboration: Within each Learning Module, forums will be used to enhance and extend our collective knowledge. It is expected that each participant will respond substantively to each reading discussion and assigned learning task (4 responses per assignment). We understand that you may want

to respond to more in one discussion and less in another. We are looking for on-going collaboration throughout the course that would include 16+ responses.

Face -to-Face (F2F) Meet-Ups (4)

These meet-ups will be scheduled between each of the Learning Modules. Participants will have readings and new content for each meet-up and an Open Forum Discussion area to respond to the F2F session. F2F meet-ups are calculated as part of the required hours for this graduate course.

Final Project: 3-Week Action Plan (1)

Description of Class Assignments with scoring rubrics and point values:

Participants will be graded for:

Introductory module – Getting to know each other

Discussion #1: Create your Bio as a Reader

Please take a few minutes to write about yourself as a reader and/or writer. Consider those times in your life where reading really mattered. How did you become a reader? Are you one? Who are the people who influenced your reading life? Everything and anything is fair game. Do also, include your connections to education, school, family, life, interests, hobbies, foods...you name it!

Due: February 4, 2016.

Assigned value: 3 points

Points	0 point	1 point	2 points	3 points
Discussion #1: Create your Bio as a Reader	No response	Response not clear, or limited	Clear response, but may be somewhat general in response to the task	Evidence is thoughtful, reflective response and insightful connections made to your life and literacy read

Discussion #2: Introduction through Literacy

TRY THIS!

- Consider your literate self. Share how you interact with literacy in your daily life.
- What data could you collect as evidence of your own literacy?
- How does this help define you as a person?
- Please read all of the responses. Reply to at least three posts.

Due: February 4, 2016

Assigned value: 3 points

Points	0 Point	1 point	2 points	3 points
Discussion #2: Introduction through Text	No response	Responses not clear, or limited evidence of extending the discussion	Clear responses, evidence of text connections, but may be somewhat general in response to the discussion thread	Evidence is thoughtful, reflective responses and insightful connections made to the discussion thread.

Responses to readings – On-line collaboration

Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Assigned value: 20 points (5 points for each reading response/4 points for response to colleagues)

Points	0 points	2 points	3 points	4 points	5 points
Response to Readings	No response	Little response	Responses not clear, or limited evidence of reading	Clear responses, evidence of reading, but may be somewhat general in response to the text read	Evidence is thoughtful, reflective responses and insightful connections made to the text read

Assigned Learning Tasks: These tasks are given by the instructor in Modules 1-4. The result is to be shared with others. Participants are expected to respond to 4 postings of others. See Assigned Learning Task Rubric below. ***Due dates are assigned in each module description.***

Assigned value: 20 (5 points for each task and 4 points for responses to colleagues)

Assigned Task	0 points	1 points	2 point	3 points	4 points
Content	No response	Not a clear topic choice for the task assigned. Makes generalized comments about the task with seemingly little thought and/or reflection.	Clear topic choice but may not explore the task assigned with much breadth of understanding.	Clear topic choice that allows for exploration of the assigned task. Writer may question, critique, and/or reflect upon new learning within course readings. Thinking is pushed to a different level of understanding.	Writer looks at the specific task in depth. Writer has garnered a clear understanding of topic. Writer uses own experiences as well as course readings and more to prove or disprove thesis idea.

Collegial Collaboration: Within each Learning Module, forums will be used to enhance and extend our collective knowledge. It is expected that each participant will respond substantively to each reading discussion and assigned learning task (4 responses per assignment). We understand that you may want to respond to more in one discussion and less in another. We are looking for on-going collaboration throughout the course that would include 16+ responses.

Assigned Value: 12 points

Points	0 points	1 points	2 point	3 points	4 points
Response to Colleagues	No response	Some response; depth is lacking and/or responds to only 1 other class member's responses.	Responses have evidence of reading, but are somewhat general in response to the discussion thread and/or responds to at least 2 other class member's responses.	Clear responses, evidence of reading, but may be somewhat general in response to the discussion thread and/or responds to at least 3 other class member's responses.	Evidence is thoughtful, reflective responses and insightful connections made to the discussion thread and/or responds to 4 other class member's responses

Final Project (1):

3-week Literacy Action Plan

Participants will use their understanding of literacy instruction as paired with student data and assessment to create a 3-week literacy action plan wrapped around a small group of student's individual goals.

Participants should include in written form:

- ❑ Context and rationale for choosing these 3 students; at least one student must be receiving intervention support
- ❑ Create an assessment plan that gathers data for: engagement, fluency, print work, comprehension, & conversation
- ❑ Describe in detail the assessment tools used. Include student artifacts when possible or your written notes.
- ❑ Analyze the data collected. Include the annotations in regard to strengths and possibilities for growth.
- ❑ Evidence of collaboration with interventionist/special educator in response to students needs and program beyond the classroom environment. Show how this information informs your own instructional action plan. Detail how this communication is used.
- ❑ Detailed development of the literacy action plan outlining:
 - i. Student goals
 - ii. CCSS standards addressed

- iii. Detailed plan to move these children to independence. Describe instructional formats and degrees of support.
- Teaching evidence – student artifacts
- Reflection on the Action Plan, should address:
 - its effectiveness with these students,
 - your work with the inclusion of common core state standards,
 - changes in your instruction, and student assessment,
 - your communications with those others who support your students,
 - resources provided by the course instructors and more, and
 - how this type of assessment and action planning could be used within a whole class setting.

Participants will present a “short” version of the results of this Literacy Action Plan to the group by detailing the “action” used with **one** student.

Due: April 25, 2016

Assigned value: 30 points

Final Project Rubric:

Parts of Unit	4 points	6 points	8 points	10 points
Context & Rationale, Assessment plan, data collection & analysis	Very little information about students and setting. Student assessment information is not provided or explicitly connected to the action plan created.	Some information about students chosen and setting. Student assessment information is provided with little analysis or connection to the action plan created.	Information provided about students and setting. Analysis of student assessment information is provided to answer the question: why this student? Why this action plan?	Explicit information provided about students chosen and their context. Specific analysis of student assessment information is provided to answer the question: why this group? Why this action plan?
	4 points	6 points	8 points	10 points
Detailed development of the literacy action plan outlining: Student goals, CCSS standards selected, & plan to move these children to independence	ELA CCSS are identified for the action plan. Teacher has not made individual plans designed to move students. Learning goals somewhat established; link to CCSS intent is not quite there; planning is minimal; student engagement in process is not clear	ELA CCSS are identified and loosely connected to the action plan. Teacher has made individual and small group plans designed to move students, but detail is lacking. Learning goals are established; more could be done with intent of CCSS; student engagement in process is minimal	Understanding of the ELA CCSS is supported by evidence from an exploration of the action plan standards. Teacher has discussed individual and small group plans designed to move students. Established learning goals are clearly created to meet learners needs; match to the intent of the CCSS; student engagement in process is clear	Deep understanding of the ELA CCSS is supported by evidence from an exploration of the action plan standards. Teacher has provided much detail for individual and small group plans designed to move students. Established learning goals are clearly differentiated to meet learners needs; match to the intent of the CCSS; plans explicitly for the gradual release

				of responsibility for the action plan; pushes the transfer of learning to new situations; student engagement in process is clear
	4 points	6 points	8 points	10 points
Reflection	Reflection is not detailed and does not connect this action plan development to new learning from the course discussions and readings. Little evidence of new learning.	Reflection is less detailed and connects this action plan development to new learning from the course discussions and readings. Evidence of new learning is less clear.	Reflection connects this action plan development to new learning from the course discussions and readings. There is evidence of new learning with some connection back to action plan components.	Reflection is detailed and connects this action plan development to new learning from the course discussions and readings. Evidence of new learning is clear. Reflection includes connections to action plan components.

Total value of all assignments: 100 points