

EDLA 622: Informational Literacy and Response to Intervention Procedures

Eastern Mennonite University - Harrisonburg

Master of Arts in Education

Spring Semester 2010

Credit Hours: 3 semester hours

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Class Schedule: Online course — 14 weeks

Course Description: Designed for the educator who works with identified special education students and who wishes to use Response To Intervention in a setting for prevention and early intervention of student learning difficulty associated with Informational Literacy with a focus on technology applications.

Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make decisions and to engage in action research for educational change.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and

resourcefulness to empower self and others.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes respect in diverse settings.

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Knowledge Base -

Students in EDLA 622 will address the following:

- Identifying students at risk for learning success,
- monitoring the progress of the students,
- providing evidence-based interventions for learning problems,
- adjusting the intensity and nature of those interventions,
- identifying students with learning disabilities using the Response to Intervention platform.

The integration of assessment and intervention within a multi-tiered system maximizes student achievement and reduces behavior problems. Through this improved reading levels can be achieved giving students increased success with information literacy skills - helping them with identification, location, evaluation, and effective use of information.

Objectives: This course is designed to enable the educator who works with identified special education students to:

- Implement Response to Intervention procedures into instructional situation.
- Critique assessment strategies of students for early learning difficulties associated with informational literacy.
- Use assessment data to develop intervention plan for students with learning difficulties.
- Evaluate the significance of Informational Literacy for K-12 students.
- Demonstrate knowledge of problem-based learning and the strategies that need to be taught to students to create life-long learners.
- Design a project utilizing knowledge of multi-genre research appropriate for classroom use.
- Critique current articles on the subjects of Response to Intervention and Informational Literacy.
- Evaluate technology resources that promote higher order thinking skills in students with learning difficulties.

Reference Texts and Readings:

1. Fuchs D., Fuchs L.S., and Vaughn S., (Eds.) (2008). Response to Intervention: A framework for reading educators. Newark,DE: International Reading Association.
2. Allington, R.L. and Walmsley, S.A., (Eds.), (2007). No Quick Fix, The RTI Edition Rethinking Literacy Programs in America's Elementary Schools. New York: Guilford Press.

International Reading Association.

3. Bender, W.N. and Shores, C. (2007). Response to Intervention: A Practical Guide for Every Teacher. Thousand Oaks, CA: Council for Exceptional Children.

COURSE REQUIREMENTS:

Assigned readings from text (Objective b, e, f, i)

Participation – online discussion board, collaborative online project (Objective a)

Professional readings and reactions (Objective a, b, d, e, f)

Response to Intervention plan (Objective a)

Multi-genre research project about an event, person, or book that is part of a teaching unit (Objective g)

Article critiques (Objective h)

Evaluation of a technology resource that promotes higher order thinking skills (Objective i)

Journal of learning during the course – topics to add will be part of weekly assignments (Objective f, b)

Online collaborative project to develop implementation plan (Objective c)

GRADING POLICY:

Grades will be based upon (1) active and reflective participation in online discussions; (2) completion and quality of assignments. The following points will be assigned to each course requirement with appropriate scoring guides when appropriate.

Component:	Points:
Participation	25
Evaluation of technology resource	25
Journal Critique	25
Multi-genre Research Project	50
Journal of Learning	30
RTI Implementation plan	25
Online collaborative project	20
Total:	200

Grading Scale

A=200-180

B=179-160

C=159-140

Project/Paper Completion

All projects/papers will be submitted through the digital dropbox on or before the scheduled due dates unless previous arrangements have been made with the instructor.

instructor. Late submissions will receive a 10% point penalty.

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual respect is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergent information to share, please inform the instructor of your needs.

Knowledge Base:

The curriculum development ideas in this class rely heavily on materials and recommendations of the Association for Supervision and Curriculum Development. The program is informed by constructivist theory and we seek to help teachers appropriately guide their students' construction of knowledge.

We live in an era of standards and accountability and we also seek to help teachers navigate the storm of standards that separates knowledge into discrete stakes testing that places stress on both students and teachers. The content knowledge which forms the curriculum maps that teachers will develop comes from represented learned societies as well as state standards.

Tentative Calendar of Course Topics and Assignments

Date	Topic	Assignment Due
Jan 25	Response to Intervention Definition	Log in to Blackboard!!
Feb 1	Implications for all teachers	Create homepage in Blackboard Assignment: Chapter 1 - <i>Response to Intervention – A Practical Guide for Every Teacher</i> Assignment: Chapter 5 <i>Implications of RTI for the Reading Teacher</i> - Timothy Shanahan
Feb 8	Assessment tools	Assignment: Chapter 2 <i>The Role of Assessment Within the RTI Framework - Response to Intervention Framework for Reading Educators.</i> Article critique using reading stances Article: <i>Using Computer Simulations to Teach Decision Making in Reading Diagnostic Assessment mediation</i> http://www.readingonline.org/articles/art_index.asp?HREF=kibby/index.html
Feb 15	Collaborative teaching models	Assignment: Chapter 4 <i>Response to Intervention – A Practical Guide for Every Teacher – Implement the Needs of All Learners</i> Assignment: Response to Intervention Plan

Feb 22	Inclusion Strategies that work Diverse learning styles and multiple intelligences	Assignment: http://www.educationworld.com/a_curr/curr320.shtml
Mar 1	Reading strategies to help students	Assignment: Chapter 1 - <i>Tier 1: Effective Classroom Reading Instruction in the Elementary Grade</i>: Barbara M. Taylor (Fuchs Text) Chapter 10 – <i>Improving Early Literacy: Vermont Stories of Educational Change from the Bottom Up</i> Top Down. Biggam and Teitelbaum (Allington Text) Appendix C (Bender/Shores Text) Online sites as listed in Session 5 lesson.
Mar 8	Information Literacy	Assignment: Article http://www.libraryinstruction.com/infolit.html
Mar 15	Lifelong learning How to learn not learning it all	Response to Intervention Plan Assignment: Article http://www.libraryinstruction.com/information-literacy.html
Mar 22	Implications for all classrooms	Assignment: Article http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume11998slfm
Mar 29	Problem-based learning Strategies	Assignment: http://www.edutopia.org/teaching-module-pbl-how

	es that need to be taught Thinking skills	
Apr 5	Technology and Higher Order Thinking Define higher order thinking and significance	http://caret.iste.org/index.cfm?fuseaction=evidence&answerID=7 http://caret.iste.org/index.cfm?fuseaction=evidence&answerID= http://www.nwrel.org/scpd/sirs/6/cu11.html http://www.leroy.k12.ny.us/highschool/hslinkspages/problemsolving.htm http://www.learnnc.org/bestweb/search?subject=thinking%20skills:higher%20order%20thinking
Apr 12	Look at technology resources that promote higher order thinking	Assignments: Multi-genre project Article on multi-genre project Journal of steps taken and decisions made
April 19	Using online resources that promote higher order thinking Searching, verifying,	Assignments: Jigsaw activity on article about subject. http://www.cast.org/publications/books/ltr/chapter1.html Book on reading and technology <i>What Are Computers Really Good For?</i> Collaborative online review of a technology program listed above

	appropriate for use Webquests Blogs – wikis – Inspiration – kidspiration eBooks	
April 26	Online project presentation	Critique by peers

Assignments

ARTICLE CRITIQUES

As a professional, you are often required to consult current research to gather information as you answer questions about various theoretical bases, curriculum development, instructional strategies, etc. For this course, you will be required to read and critique 2 journal articles from a professional journal to expand your knowledge base about current research. An article will be given to you. The review will be assessed using the criteria listed on the following scoring rubric.

3 point: Global Understanding is clearly demonstrated through a brief summary of

the pertinent information as you construct meaning after the reading experience (5- 6 sentences)

5 points: To demonstrate a Developing Interpretation, examples from the textbook

must be shared establishing explicit connections between the article and the text. Other related concepts must also be cited. Compare the ideas presented in the article to ideas that you that you have known previously. You extend the meaning presented in the article.

8 points: To demonstrate a Personal Response, describe a course of action that you

might take in your classroom based on the information in the article or discuss how this information confirms or conflicts with your knowledge base.

5 points: Take a Critical Stance to examine and evaluate the author/researcher's presentation of the and the way in which the article was written or how the study was undertaken.

2 point: The review must be written to address the needs of a professional audience using correct language conventions and APA bibliographical format.

2 point: The review must be typed, double-spaced, and should be approximately one page in length.

Total Value: 25 points

CHECKLIST FOR MULTI-GENRE RESEARCH PROJECT

3 points: Title page with the scoring checklist, including a section titled Student Notes with a short paragraph your research process, strengths and needs, to create your product

12 points: Product contains at least 6 different genres depicting various aspects of your research subject, with evidences of research notes

5 points: Sources used (at least 4) are appropriate, relevant to subject

4 points: Bibliography shown in correct format (MLA)

12 points: Endnotes provided for each genre, describing the rationale and materials used for its selection, with paragraph for each (1 pg)

4 points: Professional writing standard

Total Value 40 pts

RESPONSE TO INTERVENTION PLAN

Using your texts, journal, critiques, and information from online discussions, develop a plan to implement RTI. problem, develop a plan, implement the plan, and evaluate. Include assessment strategies, interventions, other necessary information to show your understanding of RTI.

Total Value: 25 points

JOURNAL OF LEARNING

Throughout the course, keep a journal to document your learning journey. Include “aha” moments, frustration you run across that you want to remember for later use, etc. Format can be a simple word document - is not necessary for final document.

Total Value: 30

EVALUATION OF A TECHNOLOGY RESOURCE

Using Inspiration© or Kidspiration© software, create an organizer that evaluates a software/resource that promotes order thinking.

Total Value: 25

References:

The following is not a comprehensive list of resources. This list is preliminary and will be supplemented by student input.

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Brown, K.J., Morris, D., & Fields, M. (2005). *Intervention after grade 1: Serving increased numbers of struggling readers effectively*. Literacy Research, 37(1), 61–94.

Davis, M.M., & Wilson, E.K. (1999). *A Title I teacher’s beliefs, decision-making, and instruction at the third and seventh grade levels*. Research and Instruction, 38(4), 289–300.

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Faulkner, H.J., & Levy, B.A. (1994). *How text difficulty and reader skill interact to produce differential reliance on word and context during reading transfer*. Journal of Experimental Child Psychology, 58(1), 1–24.

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