Graduate Teacher Education Program Mission
The mission of the Graduate Teacher Education Programs at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Teacher Education Program seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

Course Description:
This course represents the full implementation of the Gradual Release of Responsibility Model. Within their reading instruction, students need guidance and to gain gradual release of responsibility in order to realize the power and joy of reading. This course will apply scientifically-based reading research to develop the students' ability to read independently and enjoy reading.

Required Textbook(s) & Readings: No textbook is required for this course. All materials needed by the learner are embedded within the online multimedia presentation and will be downloaded and printed by the learner as needed.

Course Objectives:

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<th>Objective</th>
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<td>The students will...</td>
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<td>Apply the seven guiding principles for early literacy instruction to independent reading</td>
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<td>Create a classroom environment for independent reading</td>
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<td>Understand methods that support student responsibility for independent reading</td>
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<td>Implement and manage independent reading</td>
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Unit Overview and Example Activities
The course begins with a review of the core beliefs about teaching and learning, the Guiding Principles, and the Gradual Release of Responsibility Model. It will then explore the how, what, and why of independent reading and how it relates to the 7 Guiding Principles. A focus on the classroom environment and methods that can be used to promote independent reading will be given. The implementation and management of independent reading as well as how to create partnerships to support it will be explored. To finish the course, an Instructional Improvement Plan will be developed and shared by posting it to an online database. It will become a valuable resource for the learner and other educators.

Course Technology Integration
The online learner will be able to access course materials anywhere an internet connection can be made. This enables the learner to choose the time and the place to complete course requirements as prescribed by the course instructor. The online learner will participate in sync point discussion, create learning log entries, and perform job-embedded course activities.

Course Requirements & Assessments
The learner will complete a number of required activities, including reading and analyzing course documents and completing the following types of activities:

- **Articles**: The online learner will read professionally written articles that address specific topics of the course.
- **K-L-D Charts**: The online learner completes charts throughout the course that contains the following parts: 1) reflect prior to new learning on what the Know, 2) respond to on-screen pop-
up reminders to record what they learn, and 3) translate newly learned material into what they will do differently in their position. Each unit must have a K-L-D Chart.

- **Course Activities:** The online learner completes activity outside of the classroom, which includes, but is not limited to, reading a text piece and reflecting upon it, colleague interaction, which are structured interviews and/or meetings to develop a community of learners beyond those enrolled in the online course, and the like.

- **Job-embedded Activities:** The online learner tries a method or process with others associated in performing their professional duties.

- **Discussion Activities:** The online learner will engage in online discussions in which sharing and collaboration about concepts, skills, and results of course activities presented in the course.

- **Learning Log:** The online learner is required to reflect and answer specific questions that are submitted for review by course facilitator.

- **Colleague Interactions:** Teachers engage in structured interviews with local experts and classroom peers to develop a community of learners beyond those enrolled in the course. Online discussions with colleagues taking the course also allow for sharing and collaboration.

- **Interaction:** An interaction screen requires the learner to manipulate something on-screen (i.e. drag & drop) or answer questions (i.e. quiz), etc. -- something to draw them out of strictly watching a screen and hitting the next arrow when it is complete.

- **Web Research Activities:** The online learner researches information on Internet to find additional information on a concept or a topic.

- **Culminating Activity:** The online learner applies the core beliefs, guiding principles, and course concepts through the development of metacognitive improvement plan.

### Instructor Determined Course Policies

#### Attendance Policy:
The online learner is expected to meet the specified sync points identified in the course as created by the instructor.

#### Course Expectations & Late Work Policy:
All course work is expected to be completed by assigned date. If there are extenuating circumstances, the learner needs to inform the facilitator. At the facilitator’s discretion, the learner and the facilitator may develop a plan for making up late work with no grade penalty. If the learner does not meet the new deadlines and does not make arrangements with the facilitator, a reduced grade (one level on the rubric) for each assessment will be given.

#### Grading:
The following work will be evaluated by the course facilitator and will be used to determine a course grade based on established rubrics:

- **Learning Log Entries** (reflections and answers to questions collected electronically from activities throughout the course)
- **Sync Point Discussion Activities**
- **Quizzes** (multiple choice and essay questions at the end of each unit designed to measure content knowledge/understanding and application).
- **Metacognitive Research Paper**

Evaluated items contribute to the overall course grade according to the following breakdown by overall category:

- Learning Log entries 20%
- Sync Point Discussion activities 15%
- Essay quiz questions 20%
- Multiple Choice quiz questions 5%
- Metacognitive Research Paper 40%
Grade Regulations
   Numerical grades are given for graduate work:
   4.0 = A      Academic achievement of superior quality
   3.5 = B+     Academic achievement of good quality
   3.0 = B      Academic achievement of acceptable quality in meeting graduation requirements
   2.5 = C+     Academic achievement of adequate quality but below the average required for graduation
   2.0 = C      Academic achievement below the average required for graduation
   0.0 = F      Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Wilkes Graduate Teacher Education Program Policies

Academic Honesty

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

Program Evaluation

Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Academic Supports:

Library Access:

- Wilkes offers an online library service that you can access from home. The library is available online at [http://www.wilkes.edu/library](http://www.wilkes.edu/library). You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.
- The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at [http://www.wilkes.edu/library/articles.asp](http://www.wilkes.edu/library/articles.asp) and click on the database from which you would like to search.
- Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access.
- If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.
- Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.
Writing:
The Writing Center, located in the lower level of Breiseth Hall (room 018), is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at www.wilkes.edu/resources/writing.

Technical Support:
Technical support is provided by Learning Sciences International for enrolled learners through three methods of access including Web-based support in the system help menus, email support through the online help menus, or by telephone from 8:00 AM to 5:00 PM M-F at (724) 459-3180.

Special Needs:
If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and require special accommodations or considerations, please contact the Graduate Teacher Education Department at 570-408-4670.

Child Care Issues:
To preserve the adult learning environment of the university classroom, young children should not be in class with parents or caregivers. Children should also not be left to wait in the lounges or halls of the class site.