



School of Education
Master of Science in Education
Course Requirements/Syllabus

Graduate Education Department Mission

The mission of the Graduate Education Department 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 Education Department 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.

ED Number EDAM 5064		Course Title Instructional Strategies to Support Independent Readers	
Section/Semester	Location Online	Meeting Times	

Instructor/Facilitator Contact Information

Instructor/Facilitator Name		Office Hours (if applicable)	
Phone Number	E-mail	Best time(s) to be contacted	

Course Description from Graduate Bulletin:

In this course, teachers will develop an understanding of instructional practices for supporting all students as independent readers. Learners will practice applying knowledge in the following areas: matching texts with readers, guided reading, independent reading, and meaningful conversations about text. During the culminating activity, learners will synthesize their learning by developing a comprehensive weekly schedule incorporating the key components of a reading block.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx>. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:

Textbook(s):

- Fountas, I., and Pinnell, G. (2006). Teaching for comprehending and fluency: thinking, talking, and writing about reading K-8. Heinemann, Portsmouth, NH. (Must have CD/DVD)
- Fountas I., and Pinnell, G. (2006). Leveled Books (K-8): Matching Texts to Readers for Effective Teaching. Heineman, Portsmouth, NH.

Required reading(s) available from the Wilkes online library:

- Clarke, L. W., & Holwadel, J. (2007). Help! What is wrong with these literature circles and how can we fix them? *The Reading Teacher*, 61(1), 20-29.
- Fry, E. (2002). Readability versus leveling. *The Reading Teacher*, 56(3), 286-291
- International Reading Association. (2011). Handy Helpers for Guided Reading. *The Reading Teacher*. (2011) vol. 65, Issue 2, pp. 147-149

- Schirmer, B. R., & Schaffer, L. (2010). Guided reading approach: Teaching reading to students who are deaf and others who struggle. *TEACHING Exceptional Children*, 42(5), 52-58.
- Trudel, H. (2007). Making data-driven decisions: Silent reading. *The Reading Teacher*, 61(4), 308-315

To retrieve articles from the Wilkes Online Library:

1. Use your Wilkes login information to access the Wilkes Online Library at <https://live.wilkes.edu/>
(**Note:** If you are unaware of your login, contact the Wilkes University 24/7 helpdesk at 866-264-1462.)
2. Under the Wilkes Library section, enter the article title in the **Search Summon** field then click **Search**.

Other readings downloaded from the course:

- Gencer, A. (Jan. 21, 2009). A Little Independence Takes Pupils a Long Way. *The Baltimore Sun*.
- Learning Sciences International. (2013). Using Interests to Engage Students in Independent Reading: The Why and How of Assessing Student Interests. Blairsville, PA: Author.
- Learning Sciences International. (2013). Planning and Implementing a Book Talk. Blairsville, PA: Author.
- Learning Sciences International. (2013). Monitoring Progress During Independent Reading. Blairsville, PA: Author.
- Learning Sciences International. (2013). Family Reading Night. Blairsville, PA: Author.
- Learning Sciences International. (2013). Student-directed Independent Reading Strategies. Blairsville, PA: Author.

Required Reference:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Websites:

The Pennsylvania Department of Education Standards-Aligned System Website
<http://www.pdesas.org/>

International Literacy Association
www.reading.org

Course Pre-requisites:

[EDAM 5060]: Foundations of Language and Literacy Acquisition

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.

- collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

- The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
- The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
- The student will demonstrate data driven decision-making skills.
- The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
- The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes

Reading Specialist Program Outcomes (RSPO)

- The student will demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including: historical perspectives, methodologies, systems of language, and theories of language and reading acquisition and development.
- The student will promote literacy at all levels and across all content areas through the selection of classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums.
- The student will create and manage a safe physical environment that fosters growth in all aspects of literacy and communicates high expectations for all learners.
- The student will plan, implement, and adapt instruction in collaboration with other professionals using effective teaching strategies, curriculum resources, and technologies that address the diverse needs of learners at a variety of instructional levels.
- The student will select, develop, administer, and record a variety of assessments that provide for multiple indicators of students' progress.
- The student will demonstrate knowledge and competencies that foster professionalism in school and community settings.

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	PDE Certification Guidelines or Competencies	Evidence of Learning
1. Analyze and evaluate the effectiveness of a sample reading block in terms of time spent in whole group, small group, and independent reading, identifying how each activity focuses on developing independent readers	SELO 1, 2, 5, 6 GEPO 1-3 RSPO 1	IA-2 IIC-1 IIC-4	Written reflection #1
2. Compare and contrast the criteria for selecting texts for a leveled book collection to use in guided reading with the	SELO 1, 2, 5 GEPO 1-3 RSPO 1	IIC-1 IIC-2 IIC-3 IIC-4	Essay #1

criteria for selecting books for a classroom library, describing how each set of criteria supports independent reading			
3. Develop a Guided Reading lesson evaluating its effectiveness in helping students meet the demands of the text and identifying potential challenges during implementation	SELO 1, 2, 5 GEPO 1-4 RSPO 1, 2, 4	IIB-4 IIC-3 IID-1 SPED V-J SPED V-L	Guided Reading Lesson Plan
4. Evaluate the effectiveness of various instructional strategies that support the development of independent readers, identifying how each motivates students to become independent readers	SELO 1, 2, 5, 6 GEPO 1-3 RSPO 1	IB-2 IIB-4 IIC-3 IID-2	Essay #2
5. Identify best practices for engaging students in meaningful conversations about text, providing a rationale for each	SELO 1-3, 5 GEPO 1-3 RSPO 1	IIA-1 IIC-1 IIC-3 IIC-4 IIC-6 IIC	Written reflection #2
6. Design a comprehensive weekly schedule that includes the various components of a reading block with attention given to quantity, time, variety, choice, fluency, and conversation, providing a rationale for including the activities	SELO 1-2, 5 GEPO 1-4 RSPO 1, 4	IIB-3 IIC-1 IIC-2 IIC-3 IIC-4 IIC-6	Comprehensive weekly schedule with teacher commentary

Related PA State Guidelines (Correlated to course objectives)

Reading Specialist Standards

I- Knowing the Content: The professional education program provides evidence that Reading Specialist certification candidates complete a program of studies in reading the same as the academic content area courses and required electives of a major in a bachelor's or master's degree. The program requires certification candidates to demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including:

IA- Historical perspective, methodologies and theories of language and reading acquisition and development including:

IA-2: Emergent literacy and the experiences and environments that support it

IB- Phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relations to the reading and writing processes including:

IB-2: The role of metacognition in reading, writing, speaking, and listening

II- Performances: The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. (Candidates that possess an initial Instructional certificate shall be required to participate in an internship for a minimum of 100 hours in lieu of student teaching.) The program also provides evidence that the criteria and competencies for exit from the Reading Specialist program are assessed during the field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

IIA- Managing the instructional environment including:

IIA-1: Creating a literate environment that fosters interest and growth in all aspects of literacy

IIB- Planning of instruction in collaboration with other professionals at a variety of instructional levels based upon:

IIB-3: Addressing the strengths and needs of learners at all proficiency levels in reading, writing, speaking, and listening

IIB-4: Techniques, strategies for vocabulary acquisition and comprehension, including self-monitoring

IIC- Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:

IIC-1: Identifying a variety of genres to motivate students to appreciate reading/literature

IIC-2: Evaluating materials for literacy instruction

IIC-3: Using texts, trade books and technology to increase interest, appreciation, motivation and growth in reading and writing

IIC-4: Providing opportunities for learners to select from a variety of written materials, to read for many purposes and to read extended texts

IIC-6: Providing opportunities for creative and personal responses to literature

IID- Selecting, developing and administering assessments that involve multiple indicators of students progress and maintain records of information including:

IID-1: Norm-references tests, criterion-referenced tests, formal and information inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress

IID-2: Communication with students about their strengths, areas needing improvement, and ways to achieve improvement

III-Professionalism: The professional education program provides evidence that Reading Specialist certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

IIIC- Communicating with parents to make them effective partners in the literacy development of their children

Special Education Standards

V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

VJ. Develop and implement universally designed instruction.

VL. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings.

Course Requirements & Assessments

Each assessment within the course is aligned with one of the course objectives (learning goals) or learning log entries and discussion posts. Each set of assessments will be averaged and weighted according to the distribution below to determine the final score earned in the course.

Written reflection #1:

The learner will analyze and evaluate the effectiveness of a sample reading block in terms of time spent in whole group, small group, and independent reading, including identifying how each activity focuses on developing independent readers in a written reflection paper.

Essay #1:

The learner will compare and contrast the criteria for selecting texts for a leveled book collection to use in guided reading with the criteria for selecting books for a classroom library, including a description of how each set of criteria supports independent reading in an essay.

Guided Reading Lesson Plan:

The learner will develop a Guided Reading lesson evaluating its effectiveness in helping students meet the demands of the text and identifying potential challenges during implementation.

Essay #2:

The learner will evaluate the effectiveness of various instructional strategies that support the development of independent readers, including identifying how each strategy motivates students to become independent readers in an essay.

Written reflection #2:

The learner will identify best practices for engaging students in meaningful conversations about text, including a rationale for each in a written reflection paper.

Comprehensive weekly schedule with teacher commentary:

The learner will design a comprehensive weekly schedule that covers the various components of a reading block with attention given to quantity, time, variety, choice, fluency, and conversation, providing teacher commentary that describes his/her rationale for including each activity.

Learning Log/Wiki Entries:

Throughout the course, learners will complete a number of activities that require them to reflect on course concepts in their Learning Log or collaborate with their study group members in the wiki environment. Learning logs and wiki entries are viewed and scored by the instructor/facilitator. Note: if a wiki requires collaboration across the span of a unit, the instructor/facilitator will not score multiple wiki entries for the same wiki. Instead, a cumulative score will be given for the wiki participation.

Online Discussions:

Throughout the course, learners will engage in an online discussion with their course colleagues in which they discuss their opinions and experiences around a course topic. Discussions can be viewed by all learners in the course and they are scored by the instructor/facilitator.

Course Rubrics

UNIT 1 ASSESSMENTS

TOPIC: INTRODUCTORY ACTIVITIES

Written Reflection Paper #1

The learner will analyze and evaluate the effectiveness of a sample reading block in terms of time spent in whole group, small group, and independent reading, identifying how each component of the schedule (*whole group/small group/independent reading*) focuses on developing independent readers.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Written Reflection Paper #1 Scoring Criteria
	<ul style="list-style-type: none"> • A thorough analysis of how much time is spent in whole group versus small group versus independent reading • An evaluation of whether the allotted time for each group configuration is effective noting any improvements that could be made • A description of how the recommended improvements will impact the schedule • An in-depth discussion of how each component of the schedule (whole group/small group/independent reading) focuses on developing independent readers
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's written reflection includes: <ul style="list-style-type: none"> • A thorough analysis of how much time is spent in whole group versus small group versus independent reading • An evaluation of whether the allotted time for each group configuration is effective noting any improvements that could be made • A description of how the recommended improvements will impact the schedule • An in-depth discussion of how each component of the schedule (whole group/small group/independent reading) focuses on developing independent readers
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's essay includes: <ul style="list-style-type: none"> • A limited analysis of how much time is spent in whole group versus small

	<p>group versus independent reading</p> <ul style="list-style-type: none"> • A partial evaluation of whether the allotted time for each group configuration is effective and/or recommendations for improvements that could be made are limited or convey a misunderstanding • A description of how some but not all of the recommended improvements will impact the schedule • An adequate discussion of how each component of the schedule (whole group/small group/independent reading) focuses on developing independent readers
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's written reflection includes:</p> <ul style="list-style-type: none"> • A thorough analysis of how much time is spent in whole group versus small group versus independent reading • An evaluation of whether the allotted time for each group configuration is effective noting any improvements that could be made • A description of how the recommended improvements will impact the schedule • An in-depth discussion of how each component of the schedule (whole group/small group/independent reading) focuses on developing independent readers
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 2 ASSESSMENTS

TOPIC: MATCHING TEXT TO READERS

Essay #1

The learner will compare and contrast the criteria for selecting texts for a leveled book collection to use in guided reading with the criteria for selecting books for a classroom library, describing how each set of criteria supports independent reading.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Essay #1 Scoring Criteria
	<ul style="list-style-type: none"> • A comprehensive description of the criteria for selecting texts for a leveled book collection to use in guided reading including how the criteria support independent reading • A comprehensive description of the criteria for selecting books for a classroom library including how the criteria support independent reading • An in-depth discussion of the similarities and differences between the two collections and why the collections should be separate
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner's essay includes:</p> <ul style="list-style-type: none"> • A comprehensive description of the criteria for selecting texts for a leveled book collection to use in guided reading including how the criteria support independent reading • A comprehensive description of the criteria for selecting books for a classroom library including how the criteria support independent reading • An in-depth discussion of the similarities and differences between the two collections and why the collections should be separate
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner's essay includes:</p> <ul style="list-style-type: none"> • A limited description of the criteria for selecting texts for a leveled book collection to use in guided reading including how the criteria support independent reading • A limited description of the criteria for selecting books for a classroom library including how the criteria support independent reading • A partial discussion of the similarities and differences between the two collections and why the collections should be separate

1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's essay includes: <ul style="list-style-type: none"> • A comprehensive description of the criteria for selecting texts for a leveled book collection to use in guided reading including how the criteria support independent reading • A comprehensive description of the criteria for selecting books for a classroom library including how the criteria support independent reading • An in-depth discussion of the similarities and differences between the two collections and why the collections should be separate
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 3 ASSESSMENTS

TOPIC: MOVING STUDENTS TOWARD INDEPENDENT READING

Guided Reading Lesson Plan

The learner will develop a Guided Reading lesson evaluating its effectiveness in helping students meet the demands of the text and identifying potential challenges during implementation.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Guided Reading Lesson Plan Scoring Criteria
	<ul style="list-style-type: none"> • A copy of the lesson plan and all student handouts • A description of how the SAS website was utilized to develop the lesson plan • An evaluation of how the lesson plan will specifically meet the demands of the text and how the plan addresses the need for differentiation • An identification of potential challenges the learner might face during implementation and plans for overcoming the challenges
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's lesson plan and evaluation summary includes: <ul style="list-style-type: none"> • A copy of the lesson plan and all student handouts • A description of how the SAS website was utilized to develop the lesson plan • An evaluation of how the lesson plan will specifically meet the demands of the

	<p>text and how the plan addresses the need for differentiation</p> <ul style="list-style-type: none"> • An identification of potential challenges the learner might face during implementation and plans for overcoming the challenges
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner's lesson plan and evaluation summary includes:</p> <ul style="list-style-type: none"> • Incomplete documents. Or, some documents are missing • A partial description of how the SAS website was utilized to develop the lesson plan. Or, a description is not included • A partial evaluation of how the lesson plan will specifically meet the demands of the text and how the plan addresses the need for differentiation • A narrow identification of potential challenges the learner might face during implementation and inadequate plans for overcoming the challenges
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's lesson plan and evaluation summary includes:</p> <ul style="list-style-type: none"> • A copy of the lesson plan and all student handouts • A description of how the SAS website was utilized to develop the lesson plan • An evaluation of how the lesson plan will specifically meet the demands of the text and how the plan addresses the need for differentiation • An identification of potential challenges the learner might face during implementation and plans for overcoming the challenges
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 4 ASSESSMENTS

TOPIC: MAXIMIZING INDEPENDENT READING

Essay #2

The learner will evaluate the effectiveness of various instructional strategies that support the development of independent readers, identifying how each motivates students to become independent readers.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Essay #2 Scoring Criteria
	<ul style="list-style-type: none"> • A two to four sentence description for each instructional strategy • The research base or a rationale for using the strategy • A discussion of how each strategy motivates students to become independent readers
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's essay includes: <ul style="list-style-type: none"> • A two to four sentence description for each instructional strategy • The research base or a rationale for using the strategy • A discussion of how each strategy motivates students to become independent readers
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's essay includes: <ul style="list-style-type: none"> • A two to four sentence description for some but not all instructional strategies • The research base or a rationale for using the strategy conveys a misunderstanding • A partial or inadequate discussion of how each strategy motivates students to become independent readers
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's essay includes: <ul style="list-style-type: none"> • A two to four sentence description for each instructional strategy • The research base or a rationale for using the strategy • A discussion of how each strategy motivates students to become independent

	readers
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 5 ASSESSMENTS

TOPIC: PROMOTING MEANINGFUL CONVERSATIONS ABOUT TEXT

Written Reflection #2

The learner will identify best practices for engaging students in meaningful conversations about text, providing a rationale for each.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Written Reflection #2 Scoring Criteria
	<ul style="list-style-type: none"> • A thorough list of best practices for engaging students in meaningful conversations • A rationale for each practice
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's written reflection includes: <ul style="list-style-type: none"> • A thorough list of best practices for engaging students in meaningful conversations • A rationale for each practice
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's written reflection includes: <ul style="list-style-type: none"> • A narrow list of best practices for engaging students in meaningful conversations • A rationale is included for some but not all best practices OR the rationales convey a misunderstanding
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's written reflection includes:

	<ul style="list-style-type: none"> • A thorough list of best practices for engaging students in meaningful conversations • A rationale for each practice
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 6 ASSESSMENTS

TOPIC: CULMINATING ACTIVITY

Comprehensive Weekly Schedule with Teacher Commentary

Design a comprehensive weekly schedule that includes the various components of a reading block with attention given to quantity, time, variety, choice, fluency, and conversation, providing a rationale for including the activities.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Comprehensive Weekly Schedule with Teacher Commentary Scoring Criteria
	<ul style="list-style-type: none"> • A comprehensive 90-minute weekly reading block for a K-3 class and a 4-8 class that addresses the following: <ul style="list-style-type: none"> ○ Amount of time allotted to whole group, small group, and independent activities ○ Instructional focus/type of activities, (shared reading, interactive reading, guided reading, independent reading, reading/writing connection, book talks, literature circles, and so forth) ○ Quantity of time allotted to various activities you identify ○ Opportunities for student choice ○ Consideration given to one-on-one teacher conferencing. How frequently? With whom? ○ Opportunities for students' sharing about what they read independently. Where would this fit into the schedule? ○ Rationale for your decisions in a teacher commentary • A lesson framework for providing guided reading small group differentiated instruction in each of the two grade spans (K-3 and 4-8): At each grade span provide a weekly schedule for: <ol style="list-style-type: none"> 1. a group of struggling readers and, 2. a group of on-grade-level readers <p>The guided reading lesson framework for each grade span should address the</p>

	<p>following:</p> <ul style="list-style-type: none"> ○ Amount of time each small group would be engaged in a guided reading lesson ○ Frequency of guided reading, i.e. the number of days per week the each group will participate in a guided reading lesson ○ Preferred number of students in the small groups ○ Specific key elements of reading instruction to be addressed (alphabetic/phonics, fluency, vocabulary, comprehension, writing) ○ Amount of time allotted each day to various key elements included in the lesson ○ Rationale for your decisions in a teacher commentary
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner's weekly reading block schedules include the following:</p> <ul style="list-style-type: none"> • A comprehensive 90-minute weekly reading block for a K-3 class and a 4-8 class that addresses the following: <ul style="list-style-type: none"> ○ Amount of time allotted to whole group, small group, and independent activities ○ Instructional focus/type of activities, (shared reading, interactive reading, guided reading, independent reading, reading/writing connection, book talks, literature circles, and so forth) ○ Quantity of time allotted to various activities you identify ○ Opportunities for student choice ○ Consideration given to one-on-one teacher conferencing. How frequently? With whom? ○ Opportunities for students' sharing about what they read independently. Where would this fit into the schedule? ○ Rationale for your decisions in a teacher commentary • A lesson framework for providing guided reading small group differentiated instruction in each of the two grade spans (K-3 and 4-8): At each grade span provide a weekly schedule for: <ol style="list-style-type: none"> 1. a group of struggling readers and, 2. a group of on-grade-level readers <p>The guided reading lesson framework for each grade span should address the following:</p> <ul style="list-style-type: none"> ○ Amount of time each small group would be engaged in a guided reading lesson ○ Frequency of guided reading, i.e. the number of days per week the each

	<p>group will participate in a guided reading lesson</p> <ul style="list-style-type: none"> ○ Preferred number of students in the small groups ○ Specific key elements of reading instruction to be addressed (alphabetic/phonics, fluency, vocabulary, comprehension, writing) ○ Amount of time allotted each day to various key elements included in the lesson ○ Rationale for your decisions in a teacher commentary
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner's weekly reading block schedules include some but not all of the following or the schedules convey a misunderstanding:</p> <ul style="list-style-type: none"> ● A comprehensive 90-minute weekly reading block for a K-3 class and a 4-8 class that addresses the following: <ul style="list-style-type: none"> ○ Amount of time allotted to whole group, small group, and independent activities ○ Instructional focus/type of activities, (shared reading, interactive reading, guided reading, independent reading, reading/writing connection, book talks, literature circles, and so forth) ○ Quantity of time allotted to various activities you identify ○ Opportunities for student choice ○ Consideration given to one-on-one teacher conferencing. How frequently? With whom? ○ Opportunities for students' sharing about what they read independently. Where would this fit into the schedule? ○ Rationale for your decisions in a teacher commentary ● A lesson framework for providing guided reading small group differentiated instruction in each of the two grade spans (K-3 and 4-8): At each grade span provide a weekly schedule for: <ol style="list-style-type: none"> 1. a group of struggling readers and, 2. a group of on-grade-level readers <p>The guided reading lesson framework for each grade span should address the following:</p> <ul style="list-style-type: none"> ○ Amount of time each small group would be engaged in a guided reading lesson ○ Frequency of guided reading, i.e. the number of days per week the each group will participate in a guided reading lesson ○ Preferred number of students in the small groups ○ Specific key elements of reading instruction to be addressed (alphabetic/phonics, fluency, vocabulary, comprehension, writing)

	<ul style="list-style-type: none"> ○ Amount of time allotted each day to various key elements included in the lesson ○ Rationale for your decisions in a teacher commentary
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's weekly reading block schedules include the following:</p> <ul style="list-style-type: none"> ● A comprehensive 90-minute weekly reading block for a K-3 class and a 4-8 class that addresses the following: <ul style="list-style-type: none"> ○ Amount of time allotted to whole group, small group, and independent activities ○ Instructional focus/type of activities, (shared reading, interactive reading, guided reading, independent reading, reading/writing connection, book talks, literature circles, and so forth) ○ Quantity of time allotted to various activities you identify ○ Opportunities for student choice ○ Consideration given to one-on-one teacher conferencing. How frequently? With whom? ○ Opportunities for students' sharing about what they read independently. Where would this fit into the schedule? ○ Rationale for your decisions in a teacher commentary ● A lesson framework for providing guided reading small group differentiated instruction in each of the two grade spans (K-3 and 4-8): At each grade span provide a weekly schedule for: <ol style="list-style-type: none"> 1. a group of struggling readers and, 2. a group of on-grade-level readers <p>The guided reading lesson framework for each grade span should address the following:</p> <ul style="list-style-type: none"> ○ Amount of time each small group would be engaged in a guided reading lesson ○ Frequency of guided reading, i.e. the number of days per week the each group will participate in a guided reading lesson ○ Preferred number of students in the small groups ○ Specific key elements of reading instruction to be addressed (alphabetic/phonics, fluency, vocabulary, comprehension, writing) ○ Amount of time allotted each day to various key elements included in the lesson ○ Rationale for your decisions in a teacher commentary
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated

Note: This will be used as a holistic rubric.

Learning Log/Wiki Entries:

Throughout the course, learners will complete a number of activities that require them to reflect on course concepts in their Learning Log or collaborate with their study group members in the wiki environment. Learning logs and wiki entries are viewed and scored by the facilitator. Note: if a wiki requires collaboration across the span of a unit, the facilitator will not score multiple wiki entries for the same wiki. Instead, a cumulative score will be given for the wiki participation.

Scoring Level	Scoring Criteria
	<ul style="list-style-type: none"> • Completeness • Understanding of Course Content • Application of Course Content
4	<ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a strong understanding of course concepts • Entry demonstrates definite and appropriate application of course concepts
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<ul style="list-style-type: none"> • Completes all aspects of the activity • Entry demonstrates a clear understanding of course concepts • Entry demonstrates clear application of course concepts
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<ul style="list-style-type: none"> • Completes some aspects of the activity • Entry demonstrates some (limited) understanding of course concepts • Entry demonstrates limited evidence of application of course concepts
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
1	<ul style="list-style-type: none"> • Even with assistance, does not complete the activity • With help, entry demonstrates little understanding of course concepts • With help, entry demonstrates little evidence of application of course concepts
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	<ul style="list-style-type: none"> • Does not complete the activity • Even with help, entry demonstrates no understanding of course concepts • Even with help, entry demonstrates no evidence of application of course concepts
Note: This will be used as a holistic rubric.	

Online Discussions

Learners are expected to provide a substantive and insightful initial post and responses to at least three colleague's postings that indicate depth of knowledge and understanding of the content and engagement in the topic.

Scoring Level	Online Discussions Scoring Criteria
	Provides a substantive and insightful initial post and responses that indicate depth of knowledge and understanding of the content and engagement in the topic.
4	<p>Initial Post (Knowledge and Understanding of Content): Provides a substantive and insightful initial post that indicates depth of knowledge and understanding of the content and engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is well-supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to three or more peers with insightful information that enriches discussion and demonstrates strong engagement with peers</p> <p>Linking Content to Reflective Professional Practice: Establishes strong reflective connections that link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates strong control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Submits initial post on time and provides responses on time</p> <p>APA format (if required or included voluntarily by student): Citations follow APA guidelines</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>Initial Post (Knowledge and Understanding of Content): Provides a sufficient and insightful initial post that indicates adequate knowledge and understanding of the content and engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is well-supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to at least three students with information that adds to the discussion and engages peers</p> <p>Linking Content to Reflective Professional Practice: Establishes reflective connections that link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates sufficient control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Submits initial post on time and provides responses on time</p> <p>APA format (if required or included voluntarily by student):</p>

	Citations follow APA guidelines
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>Initial Post (Knowledge and Understanding of Content): Provides a limited initial post that lacks knowledge and understanding of the content and/or engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is insufficiently supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to three students with information but lacks sufficient insight to engage peers</p> <p>Linking Content to Reflective Professional Practice: Makes reflective comments that do not clearly link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates limited control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Does not submit initial post on time and/or does not provide responses on time</p> <p>APA format (if required or included voluntarily by student): Some citations do not follow APA guidelines</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help,</p> <p>Initial Post (Knowledge and Understanding of Content): Provides a substantive and insightful initial post that indicates depth of knowledge and understanding of the content and engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is well-supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to three or more peers with insightful information that enriches discussion and demonstrates strong engagement with peers</p> <p>Linking Content to Reflective Professional Practice: Establishes strong reflective connections that link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates strong control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Submits initial post on time and provides responses on time</p> <p>APA format (if required or included voluntarily by student): Citations follow APA guidelines</p>
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective 1: Written reflection #1	0-4	15%
Objective 2: Essay #1	0-4	10%
Objective 3: Guided Reading Lesson Plan	0-4	15%
Objective 4: Essay #2	0-4	15%
Objective 5: Written reflection #2	0-4	15%
Objective 6: Comprehensive weekly schedule with teacher commentary	0-4	20%
Learning Logs/Wikis	0-4	5%
Discussions	0-4	5%

Graduate Education Grading Scale (MS Level):

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	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/facilitator in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure

found at <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx>

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor/facilitator must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor/facilitator as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor/facilitator.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussion deadlines are set by the instructor/facilitator. **Late discussions are not accepted for partial credit after the dates set for each discussion.**

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor's/facilitator's policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor/facilitator before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor/facilitator.

Penalties levied by the instructor/facilitator in accordance with this policy are not subject to grievance by the students.

Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:

American Psychological Association. (2009). Publication manual of the American Psychological

Association (6th ed.). Washington, DC: Author.

APA Online References: <http://apastyle.apa.org/> <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn. The National Institute for Professional Practice uses its own proprietary learning management system.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to <http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx> or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

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>. Students 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. Click on the database that you would like to search at <http://wilkes.beta.libguides.com/library/databases>

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is <http://wilkes.libguides.com/gradeducation>

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without "@wilkes.edu") and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

Writing: The Writing Center, located in the lower level of the Library, 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: 1-570-408-2753 or online at <http://www.wilkes.edu/resources/writing>

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors/facilitators and possibly other personnel. Both the student's needs and the essential components of course or program learning experience will be considered when

determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate 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/facilitator at the beginning of each course.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: <https://www.perms.ed.state.pa.us/>

Class Schedule for the Semester

An activity time breakdown is located in the Learning Guide document available with course access. The course instructor/facilitator will send learners a schedule for completing assignments once the course begins.

Dear Parent/Guardian:

I am currently pursuing my Masters of Science in Education (MSEd) for Reading with a Pennsylvania Reading Specialist Certificate offered by the National Institute for Professional Practice and Wilkes University. One of the primary purposes of this program is to provide graduate candidates with practice in assessing students' literacy skills.

All candidates in this program are required to administer, evaluate, and interpret a variety of literacy assessments. Although your child's performance will be evaluated, his/her name will not appear on any material that may be submitted. For research and instructional purposes, the assessment results will only be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University. The enclosed form will be used to document your permission for these activities.

Sincerely, _____
(Candidate Signature)

STUDENT RELEASE FORM

Student Name: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding allowing my child to participate in literacy assessments. I understand that my child's performance on the assessments will be evaluated for course purposes; however, my child's name will not appear on any material that may be submitted. I understand my child's assessments will be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University.

(Please check the appropriate box below)

- I DO** give permission for my child to participate in literacy assessments
- I DO NOT** give permission for my child to participate in literacy assessments

Name of Parent/Legal Guardian: _____
Print)

Signature of Parent/Legal Guardian: _____
(Signature)

Date: _____