

The Effective Reading Teacher®*

GRADES K–6

GRADUATE CREDIT: 3 SEMESTER HOURS

A mindset for reading and literacy instruction that recognizes the dynamic landscape of 21st century education becomes the foundation for teaching literacy successfully. Educators in this course learn and apply research-based foundations of effective literacy instruction. They explore a range of topics, including the development of language, a developmental approach to literacy instruction, the reading process, the “five pillars” of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), as well as “new literacies” and technologies, writing, learner diversity, and assessment. Educators also learn ways to integrate collaboration, parent/family connections, data-driven decision making, and ongoing professional development.

This course is designed for K–6 classroom teachers, lead teachers, curriculum coordinators, special education teachers, and reading specialists.

*This course requires interaction with students in order to complete some assignments.

COURSE TOPICS

- Literacy education today
- Research-based practices
- Motivation
- Literacy development
- Literacy assessments
- Affective literacy assessments
- Engaging students’ multiple identities
- Approaches to literacy instruction
- Effective literacy teachers
- Support resources for literacy teachers

COURSE OUTCOMES

By the end of the course, educators will:

- Analyze the stages of reading development and the five pillars of reading.
- Analyze a teacher’s use of research-based instructional components and strategies to promote students’ literacy development.
- Analyze the types and purposes of literacy assessments, including cognitive and non-cognitive assessments.
- Generate ideas, activities, and strategies to increase motivation that are consistent with the research on motivation to read.
- Identify a student’s stage of literacy development and determine appropriate instructional strategies to meet the student’s literacy needs.
- Assess their expertise as a teacher of literacy based on the characteristics of excellent literacy teachers.
- Determine steps for enhancing their current literacy program.
- Plan for effective use of professional resources to enhance their professional development.
- Evaluate their use of resources within and beyond the school for supporting students’ literacy development and develop an action plan for gaining further support.
- Develop a vision of an effective professional learning community that positively impacts students’ literacy development.
- Evaluate their use of research-based practices, identify an area for further study, and summarize a research article that addresses that area.
- Consider multiple perspectives on issues surrounding the reading achievement gap and 21st century literacy skills and formulate professional viewpoints on these issues.
- Analyze how their textual lineages reflect students’ multiple identities and develop ideas for building on those textual lineages.
- Analyze the strengths and weaknesses of various literacy programs.

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *The Effective Reading Teacher*®
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *The effective reading teacher*. Baltimore: Executive Producer.
- The course textbook(s):
 - Tompkins, G. E. (2010). *Literacy for the 21st century: A balanced approach* (5th ed.). Boston: Allyn & Bacon.
- The other required readings
- Note: the print format requires Internet access for some reading assignments.

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - *The Effective Reading Teacher*®
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *The effective reading teacher*. Baltimore: Executive Producer.
- The course textbook(s):
 - Tompkins, G. E. (2010). *Literacy for the 21st century: A balanced approach* (5th ed.). Boston: Allyn & Bacon.
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

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- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Peter Afflerbach, Ph.D.

Dr. Peter Afflerbach is a professor in the Department of Curriculum and Instruction at the University of Maryland, College Park. A former classroom English and reading teacher, Dr. Afflerbach serves on the National Assessment of Educational Progress Standing Reading Committee and as chair of the Literacy Assessment Committee for the International Reading Association. He is an associate editor of the journal *Metacognition and Learning* and a member of the editorial advisory board of *Reading Research Quarterly*. His research focuses on the areas of reading assessment, reading comprehension, and verbal reporting methodology. His publications have appeared in numerous theoretical and practical journals. He is the author of *Understanding and Using Reading Assessment, K–12*.

Linda Gambrell, Ph.D.

Dr. Linda Gambrell is a professor in the Eugene T. Moore School of Education at Clemson University. She has recently served as president of the International Reading Association (2007–2008) and has received numerous accolades, including election to the Reading Hall of Fame in 2004. Dr. Gambrell's research interests are in the areas of reading comprehension strategy instruction, literacy motivation, and the role of discussion in teaching and learning. She has written books on reading instruction, including *Best Practices in Literacy Instruction*, and has published more than 100 book chapters and articles in scholarly journals.

Lori Helman, Ph.D.

Dr. Lori Helman is an assistant professor in the Department of Curriculum and Instruction at the University of Minnesota, College of Education and Human Development. Her research has focused on beginning literacy, reading, and spelling development for students from diverse linguistic and cultural backgrounds. Dr. Helman has authored or co-authored numerous publications on literacy for English language learners, including *Literacy Development With English Learners: Research-Based Instruction in Grades K–6* and *Words Their Way: Word Study for Spelling, Phonics, and Vocabulary Instruction*.

Donald Leu, Ph.D.

Dr. Donald Leu is the John and Maria Neag Endowed Chair in Literacy and Technology and holds a joint appointment in Curriculum and Instruction and Educational Psychology at the University of Connecticut. He has authored numerous books and more than 100 research publications. Dr. Leu is the co-author of *Effective Literacy Instruction: K–8* and *Teaching With the Internet: Lessons From the Classroom*, as well as the recently published *Handbook of Research on New Literacies*.

EDUCATION EXPERTS (CONTINUED)

Lesley Morrow, Ph.D.

Dr. Lesley Morrow is a professor and coordinator of the literacy program at Rutgers University's Graduate School of Education. Her area of research involves children and families from diverse backgrounds and deals with early literacy development and the organization and management of language arts programs. Dr. Morrow has more than 200 publications that appear as journal articles, chapters in books, monographs, and books.

Susan Neuman, Ed.D.

Dr. Susan Neuman is a professor of educational studies in the University of Michigan's School of Education. She serves on the editorial review boards of a number of scholarly publications and has authored or co-authored a number of books, including *Changing the Odds for Children at Risk* and *Educating the Other America: Top Experts Tackle Poverty, Literacy, and Achievement in Our Schools*.

Dorothy Strickland, Ph.D.

Dr. Dorothy Strickland is the Samuel DeWitt Proctor Professor of Education Emerita at Rutgers University. A former classroom teacher and learning disabilities specialist, her research interests are in pre-kindergarten to middle school literacy education, linguistic diversity, and intervention programs. She is a past president of both the International Reading Association (IRA) and the Reading Hall of Fame. She was the 1998 recipient of the National Council of Teachers of English (NCTE) Award as Outstanding Educator in the Language Arts and the 1994 NCTE Rewey Belle Inglis Award as Outstanding Woman in the Teaching of English. Dr. Strickland is the co-author of several books, including *Literacy Leadership in Early Childhood: The Essential Guide*, *Early Literacy: Policy and Practice in the Preschool Years*, and *Supporting Struggling Readers and Writers*.

Alfred Tatum, Ph.D.

Dr. Alfred Tatum is an associate professor at the University of Illinois at Chicago. His current research focuses on the literacy development of African-American adolescent males. He also provides teacher professional development to urban middle and high schools. In addition to his book NCTE James N. Britton Award-winning book, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*, he has published in journals such as *Reading Research Quarterly*, *Journal of Adolescent and Adult Literacy*, *Educational Leadership*, *Journal of College Reading and Learning*, and *Principal Leadership*.

Richard T. Vacca, Ph.D.

Dr. Richard T. Vacca is a professor emeritus in the Department of Teaching, Leadership, and Curriculum Studies in the College of Education at Kent State University in Ohio. A past president of the International Reading Association (IRA), Dr. Vacca has served as co-chair of the IRA's Commission on Adolescent Literacy. He is the co-author of *Content Area Reading: Literacy and Learning Across the Curriculum* and *Reading and Learning to Read*.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.