

Supporting the Struggling Reader[®] K–6

GRADES K–12

Supporting the Struggling Reader[®] is a graduate-level course developed for teachers of grades K–6. This video-based course provides teachers with a working knowledge of common reading difficulties, methods for diagnosing these difficulties, guidelines for accessing appropriate resources, and instructional strategies to support students' literacy growth. Informal diagnostic tools to identify specific reading difficulties are introduced and research-based intervention strategies demonstrated. Also discussed are guidelines for enlisting support from parents and other members of the school community. In this course, participants gain practical experience in diagnosing the literacy ability of a struggling reader and learn to implement appropriate interventions that advance the literacy development of all students.

COURSE TOPICS

- New Perspectives on Struggling Readers
- Factors Associated with Reading Difficulties
- Increasing Motivation
- Initial Classroom Assessments
- Word Study
- Comprehension
- Fluency
- Writing
- Intensive Expert Instruction: One-on-One Demonstration
- Intensive Expert Instruction: Small-Group Demonstration
- High Stakes Assessment
- Support Resources
- Multimedia and Digital Technologies

COURSE OUTCOMES

By the end of the course, educators will:

- Evaluate the use of writing frameworks and create a plan to create a learning environment that encourages reluctant writers to write.
- Analyze one-on-one and small-group demonstrations lessons and identify aspects of them that exemplify intensive expert instruction, plan to implement intensive expert instruction.
- Evaluate their approach to preparing students for high-stakes assessment and plan scaffolded instruction to prepare students for high-stakes reading and writing assessments.
- Understand and apply Universal Design for Learning (UDL) principles to specific concepts and strategies for supporting struggling readers.
- Plan ways to collaborate effectively with support personnel, and parents.
- Plan how they will improve current instructional practices related to new literacies through the use of digital and media technologies.
- Examine beliefs and develop empathy for students who struggle with reading.
- Evaluate and implement instructional strategies for motivating struggling readers.
- Evaluate various types of assessments and use at least one with a student to assess reading level.
- Create developmentally appropriate instruction in word knowledge, comprehension, motivation, and fluency.

COURSE ASSESSMENT

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

→ **Discussions**

Participants engage in discussions that stimulate professional dialogue among colleagues regarding the content presented. Discussion summaries require participants to make connections among key ideas and synthesize their learning through thoughtful written responses.

→ **Activities**

Activities help participants explore concepts and make connections during the course. Some activities are graded assessments; others are ungraded and are preparation for other assignments.

→ **Application Assignments**

Participants personalize course content and plan how they will apply the theories, concepts, and strategies in their teaching practice.

→ **Quizzes**

Several multiple-choice quizzes assess students' knowledge of the theories, concepts, and strategies presented in the course.

→ **Reflection Paper**

Participants summarize their course learning from a more global perspective in a final reflection paper that exhibits the knowledge and insights gained from the course material.

COURSE FORMAT AND MATERIALS

This course is offered in two distance-learning formats: print & DVD and online. Participants choose and enroll in one format.

PRINT & DVD FORMAT

Participants 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 participant must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and solicit for feedback. It is not necessary for the study partner to be enrolled in the course. Participants enrolled in the print & DVD version should have Internet access in order to connect with the many Web sites that are offered as learning resources. Assignments are submitted via email. Participants will receive:

→ The print study guide

- *Supporting the Struggling Reader*®

→ The DVD

- Laureate Education, Inc. (Executive Producer). (2009). *Supporting the struggling reader*. Baltimore: Executive Producer.

→ The course textbook(s)

- Strickland, D. S., Ganske, K., & Monroe, J. K. (2002). *Supporting struggling readers and writers: Strategies for classroom intervention*, 3–6. Portland, ME: Stenhouse.

→ The other required readings

ONLINE FORMAT

Participants in the online version access the course content through an online learning management system. Teachers are required to participate in virtual discussions via a discussion board with fellow educators with whom they interact. Course texts, Web sites, 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. The online course includes:

→ Access to the online classroom for

- *Supporting the Struggling Reader*®

→ Access to the video programs in the online classroom as well as a back-up DVD

- Laureate Education, Inc. (Executive Producer). (2009). *Supporting the struggling reader*. Baltimore: Executive Producer.

→ The course textbook(s)

- Strickland, D. S., Ganske, K., & Monroe, J. K. (2002). *Supporting struggling readers and writers: Strategies for classroom intervention*, 3–6. Portland, ME: Stenhouse.

→ 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 or higher (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 <http://www.mozilla.com/en-US/firefox/all-older.html>.

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EDUCATION EXPERTS

Richard Allington, Ph.D.

Dr. Allington is the Irvin and Rose Fien Professor of Elementary and Special Education at the University of Florida at Gainesville. Dr. Allington has authored and edited numerous works, including *What Really Matters for Struggling Readers*.

Donald Bear, Ed.D.

Dr. Bear is director of the E. L. Cord Foundation Center for Learning and Literacy at the University of Nevada–Reno. A preschool and elementary teacher and university professor, he extends his expertise by working in the center with children who have difficulty learning to read and write. He is the coauthor of *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*.

Linda Gambrell, Ph.D.

Dr. Gambrell is professor and director of the School of Education at Clemson University in South Carolina. She was a principal investigator at the National Reading Research Center, where she directed the Literacy Motivation Project. She has written extensively on reading instruction and literacy motivation and is the author of numerous publications.

Susan Mandel Glazer, Ed.D.

Dr. Glazer is professor of education and founder and director of the Center for Reading and Writing at Rider University in New Jersey. She is the author of numerous articles and books, including *Assessment IS Instruction: Reading, Writing, Spelling and Phonics for ALL Learners*.

Donald Leu, Ph.D.

Dr. Leu holds the John and Maria Neag Endowed Chair in Literacy and Technology at the University of Connecticut and writes extensively about the application of technology in literacy instruction. Dr. Leu is the coauthor of *Effective Literacy Instruction: K-8 and Teaching with the Internet: Lessons from the Classroom*.

Dorothy Strickland, Ph.D.

Dr. Dorothy Strickland is the State of New Jersey Professor of Reading at Rutgers University. She has received numerous awards and honors in her distinguished career in literacy education and is the coauthor of *Supporting Struggling Readers and Writers*.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with 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 295,000 educators address the most critical issues in education through proven programs delivered through distance-learning.

FOR MORE INFORMATION

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

ABOUT 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 a partnering university that 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

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. Canter and Walden University are both subsidiaries of Laureate Education, Inc.†

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

†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.