

Eastern Illinois University  
Department of Early Childhood, Elementary and Middle Level Education  
ELE 5520: Supporting High Quality Instruction Across All Content Areas

**Semester: Fall 2016**

**Credit Hours:** 3 semester hrs.

**Prerequisites:** EDL 5600 Introduction to Organization and Administration (3 hrs.)

**Instructor: Dr. Jeanne Okrasinski**

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**Office Hours: M 8:30-9:45 am; W 8:30-9:45 am; 1-2:30 pm; 6-7 pm**

**Phone: 217-581-5728 (Messages Only)**

**Class Meetings: F/S 5-9; 8-2:30 8/26-27; 9/9-10; 9/23-24; 10/14-15**

**Unit Theme:** Educator as Creator of Effective Educational Environments: Integrating Diverse Students, Subject, Strategies, Societies and Technologies.

**Graduate Mission Statement:** The Graduate Program in Elementary Education advances scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

**Outcomes for all Graduate Students at Eastern Illinois University:**

Graduate students will:

1. possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. engage in critical thinking and problem solving;
3. exhibit effective oral and written communication skills;
4. engage in advanced scholarship through research and/or creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relations within the school, community and profession in which they work.

**Information Processing Models:**

*Information-processing* models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 10-13)

Joyce, B., Weil, M. & Calhoun, E. (2015). *Models of teaching* (9<sup>th</sup> ed.). Boston: Pearson.

**Illinois Common Core Standards** [http://www.isbe.net/common\\_core/pls/level1/pdf/ela-standards.pdf](http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf)

**Illinois Professional Teaching Standards** [http://www.isbe.state.il.us/peac/pdf/IL\\_prof\\_teaching\\_std.pdf](http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_std.pdf)

**Interstate School Leaders Licensure Consortium (ISLLC)**

[http://illinoischoolleader.org/documents/ISLLC\\_2008.pdf](http://illinoischoolleader.org/documents/ISLLC_2008.pdf)

**Course Description:** This course will provide a comprehensive study of research based instructional practices and explore various methods to facilitate adult learning in a school community. The following topics will be examined in the course: scientifically research based instruction across all content areas, with an emphasis on Literacy and Numeracy; Response to Intervention (RtI) including an analysis of the three tiers of intervention; types of assessment; analyzing data to drive instructional decision making; adult learning theory; various leadership roles in a school; and professional development models.

**Purpose of the Course:** Teachers are being held accountable for providing high quality instruction to all students, with changes to educational law and policy such as Response to Intervention, teacher evaluation, and Common Core State Standards. School administrators must seek out and nurture teachers as leaders, as they strive to increase achievement for a highly diverse student population. The course was developed at the request of the Department of Educational Leadership in order to address specific requirements within the new Master's Degree in Educational Leadership.

**Course Outcomes:**

- Analyze current educational initiatives in the context of the larger, historical perspective. ISLLC Standards 2, 3, 6.
- Investigate research-based “best instructional practices” in order to identify the components of comprehensive universal instruction (literacy, math, content areas & behavior). ISLLC Standards 1, 2, 6.
- Analyze how children learn in order to match instruction to both developmentally appropriate practices and individual student learning styles and needs. ISLLC Standards 1, 2, 4, 5.
- Identify and apply critical concepts/ vocabulary and key components of Scientifically Based Research and Response to Intervention (RtI). ISLLC Standards 1, 4, 6.
- Apply Common Core Standards to local curriculum development and classroom practices. ISLLC Standards 2, 4, 6.
- Explore methods to promote relationships with families and within the community that demonstrate integral partnerships for student learning. ISLLC Standards 4, 6.
- Compare and contrast types of assessments and the purpose of each. ISLLC Standards 2, 4, 6.
- Analyze student work and diagnostic assessment information to identify strengths and areas on which to focus intervention, for multiple content areas. ISLLC Standards 1, 2, 6.
- Synthesize data from multiple types of assessments to plan for and differentiate instruction. ISLLC Standards 1, 2, 6.
- Apply a research based intervention to address needs identified through formative and summative assessment. ISLLC Standards 1, 2, 6.
- Analyze data from various assessment sources to identify specific curriculum and instructional needs, and develop a school-wide professional development plan. ISLLC Standards 1, 2, 6.
- Demonstrate the ability to use technology in the management and presentation of data. ISLLC Standards 2, 3.
- Research adult learning theory and investigate how it applies to teachers and their continuing professional development. ISLLC Standards 1, 6.
- Construct an effective professional development plan that incorporates key characteristics of adult learning theory, collaboration, and reflection. ISLLC Standards 1, 2, 6.

**ADDITIONAL INFORMATION:****Textbook:**

Dean, C. B., Hubbell, E. R., Pitler, H., Stone, B. (2012). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

**Supplemental Materials:** None

Course readings will include a packet of recent articles on topics covered within the course outline.

<b>Course (Core) Requirements</b>	<b>Demonstrated Competencies</b> NOTE: Course requirements and demonstrated competencies are aligned with the Interstate School Leaders Licensure Consortium.	<b>Graduate Standards</b>
In-Class Project	The graduate student will participate in a variety of activities and assignments designed to be completed during class time that demonstrate knowledge of assigned readings and will extend discussions. ISLLC 1, 3	1.a. a depth of content knowledge in the discipline  1.c. the ability to apply content knowledge to Practice  2.a. critical thinking and problem solving  3.a. effective oral communication skills  3.b. effective written communication skills  3.c. effective, fair, and honest communication considering the message and audience

		<p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.f. an ability to engage in reflective practice</p>
Review of professional research articles/ presentation of a selected article	<p>The graduate student will demonstrate his/her knowledge of instructional quality and techniques by reviewing and summarizing professional research articles.</p> <p>ISLLC 2, 6</p>	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use technology</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>3.c. effective, fair, and honest communication considering the message and audience</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
Analysis of Assessment Data	<p>The graduate student will conduct an assessment analysis of k-12 student generated data and provide an overview/summarization of cause and future response.</p> <p>ISLLC 2, 3, 5</p>	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use of technology</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>2.a. critical thinking and problem solving</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>3.c. effective, fair, and honest communication considering the message and the audience</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.f. an ability to engage in reflective</p>

		<p>practice</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b. the ability to effectively work with the community to promote the success of their clientele</p>
Professional Development and Action Plan	<p>The graduate student will demonstrate his/her knowledge of potential development needs in the area of quality instruction and develop an action plan for implementing such development and training with potential staff/faculty.</p> <p>ISLLC 1, 2, 4, 6</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through honesty, integrity, and professionalism</p> <p>2.a. critical thinking and problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
Final Exam	<p>The graduate student will demonstrate his/her knowledge of instructional strategies and professional development techniques by appropriately responding to test items that require the application of course information.</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.c. the ability to apply content knowledge to practice</p>

	ISLLC 3, 4, 5	<p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p>
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In-class Projects	
<p>This is a graduate level course. It is the expectation that you will make every attempt to attend class each weekend. The majority of the content acquired in this course will be attained through class discussion, presentations, and activities. If you are not in class, you cannot participate. Please contact the instructor if you have a circumstance or concern about this requirement. The instructor will expect students to participate in class activities, contribute to discussions, ask questions, and share examples. The best learning can come through real life examples, stories, and ideas discussed in class. Points will be given each session for class participation.</p>	<p>40 points On going</p>
Article Reviews	
<p>Students will select articles from a professional journal on the following two topics: a research based instructional strategy and a professional development/adult learning strategy. For each review, you must:</p> <ul style="list-style-type: none"> <li>Summarize the article, stating key findings AND</li> <li>Discuss how you would apply what you've learned from the article to practices in your classroom or school. State specific insights and ideas gained from reading this article.</li> </ul> <p>Students may want to select topics for journal article reviews that will complement their action plan and/or assessment data analysis projects. Refer to the rubric for specific requirements.</p>	<p>Due Sep 9 20 x2 points</p>
Assessment Data Analysis	
<p><b>Student Data</b> Students will be required to select a student and compile a "portfolio" of student data. The data selected should include both summative and formative assessment information. Students will also complete a written analysis of the data, including specific areas of strength and weakness, and a plan for instruction. Copies of work samples and assessment data should be included with the written analysis.</p>	<p>Due Sep 17 100 points</p>

<b>School Data</b> Students will be required to use school data from either a state assessment or a district screening assessment to identify specific strengths and weaknesses to both a particular student group and to a school as a whole. You will be required to look at data in multiple ways and will identify patterns. In the analysis, you will need to discuss possible reasons for strengths and weaknesses. In the conclusion, students should identify 3 goals. One of these goals should be connected to the Action Plan project.	Due Sep 24 100 points
<b>Action Plan</b>	
Students will use some of the information from other course assignment (assessment data analysis, article reviews, and professional development project) to complete this culminating project. Students will develop a plan for a school or district using the following: <ul style="list-style-type: none"> <li>• Goal</li> <li>• Objectives</li> <li>• Implementation Steps</li> <li>• Resources Needed</li> <li>• Person(s) Responsible</li> <li>• Timeline</li> <li>• Potential "Roadblocks"</li> </ul> The plan should consist of one primary goal and at least 3 specific objectives related to the goal. One of the objectives will likely include professional development, which can also highlight the professional development project assignment.	Due Oct 15 50 points
<b>Professional Development Project</b>	
Students will identify a focus/topic for professional development, preferably based on the school need, as identified in the assessment data analysis project. Students will design a professional development activity for either the whole school staff or a small group of teachers. The professional development activity should reflect adult learning theory and include time for collaboration and reflection. A short segment of the activity will be presented to the class.	Due Oct 15 50 points
<b>Final Exam</b>	
The final exam will combine short answer and essay questions pertaining to any and all information read and discussed throughout the course.	Due Oct 14 20 points

#### GRADES

A (93 -100%)    B (85 -92%)    C (77 -84%)    D (69 -76%)    F (68% & below)

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a "spiral curriculum". The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

#### **Late Assignments:** Not Accepted

**Attendance:** The majority of content acquired in this course will be attained through class discussion, presentations, and activities. Because of the design of the course, attendance for each class session is a necessary mandate. Participation is expected in peer dialogue with professional discretion and confidentiality. If you do not attend, you cannot earn participation points. Any absence after a half day absence, the grade will be lowered by one full letter grade.

**Field Experience:** A minimum of fifteen field experience hours is expected to collect, analyze, and synthesize individual student data and school/district information within the Assessment Data Analysis and Professional Development Plan projects.

**Evaluation:** All participants are expected to complete reading and assignments in a timely manner in order to contribute in class discussions and experiences. Assignments are judged on the quantity and quality of content, presentation, organization, and use of references to support ideas. Participants are expected to submit original work. Any work derived from published sources must include appropriate credit citations (APA format).

**Academic Support:** If a student has a documented disability and wishes to receive academic accommodations, he/she must contact the Coordinator of the Office of Disability Services (217-581-6583) as soon as possible. No audio or video recorders will be allowed in class unless there is a requisition from the Office of Disabilities to do so.

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Students are expected to develop original and authentic work for assignments submitted in this course. “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data” or “submitting work previously presented in another course unless specifically permitted by the instructor” are considered violations of this standard.

### Major Topics and Time Schedule

Class Session	Topic Explored
Week 1	Review Course Requirements Rationale for Course <ul style="list-style-type: none"> <li>- Historical Perspectives &amp; Relationships such as: Response to Intervention &amp; Research Based Practices</li> <li>Common Core Standards &amp; Political Perspectives</li> <li>Instructional Leadership &amp; Professional Development</li> <li>New Teacher Evaluations &amp; Emphasis on Student Learning</li> </ul>
Week 2	It all starts with: “What” we teach <ul style="list-style-type: none"> <li>- Common Core Standards: history, development, exploration</li> <li>- Define Curriculum</li> <li>- What is “Research Based Instruction”?</li> </ul>
Week 3	Critical Decisions about “How” we teach. Research Based Instruction: General Best Practices <ul style="list-style-type: none"> <li>- Gradual Release of Responsibility</li> <li>- Student Engagement</li> <li>- Motivation</li> <li>- Other</li> </ul>
Week 4	Research Based Instruction: General <ul style="list-style-type: none"> <li>- Learning Styles</li> <li>- Differentiated Instruction</li> </ul> Incorporating Technology into Instruction
Week 5	Research Based Instruction: Literacy <ul style="list-style-type: none"> <li>- Five Areas of Reading Instruction</li> <li>- Differentiation &amp; Gradual Release in Literacy</li> <li>- Independent Reading Research</li> </ul>
Week 6	Research Based Instruction: Literacy <ul style="list-style-type: none"> <li>- Time &amp; Choice: The Workshop Model</li> <li>- Small Group Instruction</li> </ul>
Week 7	Research Based Instruction: Numeracy <ul style="list-style-type: none"> <li>- Best practices &amp; beliefs about numeracy</li> <li>- Connection to Literacy</li> <li>- Problem solving</li> </ul>
Week 8	Research Based Instruction: Content Area Literacy <ul style="list-style-type: none"> <li>- Rationale</li> <li>- Strategies</li> <li>- K-12 perspectives</li> </ul>
Week 9	Developing an assessment system <ul style="list-style-type: none"> <li>- Types of assessments &amp; purposes</li> <li>- Student work &amp; portfolio assessment</li> </ul> Using Assessment Data to Guide Instruction: Screening <ul style="list-style-type: none"> <li>- finding patterns, making instructional decisions (school and classroom)</li> </ul>
Week 10	Using Assessment Data to Guide Instruction: Diagnostic

	<ul style="list-style-type: none"> <li>- Analysis of assessment at student level</li> <li>- Making adjustments to instruction</li> </ul>
Week 11	Designing Intervention Plans & Connection to RtI <ul style="list-style-type: none"> <li>- Response to Intervention</li> <li>- Research Based Interventions: reading and math</li> </ul>
Week 12	Facilitating Change beyond your own classroom <ul style="list-style-type: none"> <li>- Explore leadership roles in the school</li> <li>- Teacher leadership: rationale &amp; research</li> <li>- What is a teacher leader? Qualities?</li> </ul> Adult Learning Theory
Week 13	Models for Professional Development <ul style="list-style-type: none"> <li>- Look at Student Work</li> <li>- Peer Coaching, Peer Observation &amp; Mentoring</li> <li>- Critical Friends &amp; PLCs</li> </ul>
Week 14	Putting it all together <ul style="list-style-type: none"> <li>- Family and Community</li> <li>- Action Planning based on specific need</li> <li>- Accessing research on best practices</li> <li>- Roles &amp; Responsibilities</li> <li>- Problem Solving</li> </ul>
Week 15	Course Review/Question & Answer Share Final Projects
Week 16	Share Final Projects

#### Bibliography

\*Denotes Unit Conceptual Framework References

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\*Bloom, B. S. (Ed). (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I, Cognitive domain. NY: Longmans, Green

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