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

Semester: Summer 2017
Credit Hours: 3 semester hrs.
Prerequisites: EDL 5600 Introduction to Organization and Administration (3 hrs.)
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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* (9th ed.). Boston: Pearson.

Illinois Common Core Standards 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_stds.pdf

Interstate School Leaders Licensure Consortium (ISLLC)
http://illinoisschoolleader.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.

Course (Core) Requirements	**Demonstrated Competencies** NOTE: Course requirements and demonstrated competencies are aligned with the Interstate School Leaders Licensure Consortium.	**Graduate Standards**
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 5.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice
Review of professional research articles/ presentation of a selected article	The graduate student will demonstrate his/her knowledge of instructional quality and techniques by reviewing and summarizing professional research articles. ISLLC 2, 6	1.a. a depth of content knowledge in the discipline 1.b. effective use technology 1.d. an understanding and respect for professional ethics in the discipline 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 4.a. an understanding of the role of research in the discipline 6.a. the ability to collaborate with other professionals to promote the success of their clientele
Analysis of Assessment Data	The graduate student will conduct an assessment analysis of k-12 student generated data and provide an overview/summarization of cause and future response. ISLLC 2, 3, 5	1.a. a depth of content knowledge in the discipline 1.b. effective use of technology 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 the audience 5.a. an understanding of individual differences in clientele 5.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice 6.a. the ability to collaborate with other professionals to promote the success of their clientele 6.b. the ability to effectively work with the community to promote the success of their clientele

Professional Development and Action Plan	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. ISLLC 1, 2, 4, 6	1.a. depth of content knowledge in the discipline 1.c. the ability to apply content knowledge to practice 1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through honesty, integrity, and professionalism 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.a. effective oral communication skills 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline 5.a. an understanding of individual differences in clientele 5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace 5.c. a respect for individual differences through the use of rich and varied approaches 6.a. the ability to collaborate with other professionals to promote the success of their clientele

Final Exam	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. ISLLC 3, 4, 5	1.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.b. effective written communication skills 4.a. an understanding of the role of research in the discipline 5.a. an understanding of individual differences in clientele 5.d. an ability to provide evidence of differentiation of curricula

Online Participation	
The content acquired in this course will be attained through online readings, discussion and activities. Please contact the instructor if you have a circumstance or concern about this requirement. The instructor expects positive participation and timely communication throughout the summer semester regarding course activities and assignments. Periodic reflective prompts will be assigned.	50 points On going
Article Reviews	
Students will select articles from professional journals on the following two topics: • a research based instructional strategy • a professional development/adult learning strategy For each review, you must: • synthesize the articles (3 minimum), stating **shared** key findings (written like a literature review) • Discuss how you would apply what you have learned from the articles to practices in your classroom or school. State specific insights and ideas gained the readings.	40 points each Research based instructional strategy synthesis due June 17

• You will write only 1 review (one for the instructional strategy and one for the professional development strategy) that **synthesizes** all 3 articles at one time, not individual article reviews for every article you have read. Reviews must be typed, preferably double-spaced, and should be minimally 3 pages in length. You may want to select topics for journal article reviews that will complement your action plan and/or assessment data analysis projects. Refer to the rubric for specific requirements.	Professional development adult learning strategy synthesis due June 24
Assessment Data Analysis	
Student Data Select a student and compile a "portfolio" of student data. The data selected should include both summative and formative assessment information. 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 when possible as a complement with the written analysis. School Data 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. Look at data in multiple ways and attempt to identify patterns. In the analysis, you discuss possible reasons for strengths and weaknesses. In the conclusion, identify 3 goals. One of these goals should be connected to the Action Plan project.	Due July 1 100 points Due July 8 100 points
Professional Development Project	
Identify a focus/topic for professional development, preferably based on the school need, as identified in the assessment data analysis project. 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.	Due July 15 50 points
Action Plan	
Use some of the information from other course assignments (assessment data analysis, article reviews, and professional development project) to complete this culminating project. Develop a plan for a school or district using the following: • Goal • Objectives • Implementation Steps • Resources Needed • Person(s) Responsible • Timeline • Potential "Roadblocks" 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 July 20 50 points
Final Exam	
The final exam is a culminating project-based activity pertaining to any and all information read and discussed throughout the course.	Due July 20 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.

Attendance: Participation is expected in dialogue with professional discretion and positive communication. There are no synchronous mandated sessions. All assignments and readings are made available at the onset of the course so you may work ahead as desired.

Field Experience: During the fall and spring semester offerings, 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. During this summer session, consider timeliness for gathering data and its availability. Communicate early in the semester about convenience in accessing the data as it relates to assignment deadline requirements.

Evaluation: 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). Assignments will be submitted via D2L and processed through Turnitin to verify authenticity.

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 for readings:

Class Session	Topic Explored
Week 1	What is "Research Based Instruction"? Critical Decisions about "How" we teach. Research Based Instruction: General Best Practices Gradual Release of Responsibility Research Based Instruction: General - Learning Styles - Differentiated Instruction - Incorporating Technology into Instruction - Student Engagement - Motivation Research Based Instruction: Literacy - Five Areas of Reading Instruction - Differentiation & Gradual Release in Literacy Independent Reading Research

	Research Based Instruction: Literacy - Time & Choice: The Workshop Model - Small Group Instruction Research Based Instruction: Numeracy - Best practices & beliefs about numeracy - Connection to Literacy Problem solving Research Based Instruction: Content Area Literacy - Rationale - Strategies
Week 2	Facilitating Change beyond your own classroom - Explore leadership roles in the school - Teacher leadership: rationale & research - What is a teacher leader? Qualities? Adult Learning Theory Models for Professional Development - Look at Student Work - Peer Coaching, Peer Observation & Mentoring Critical Friends & PLCs
Week 3	Designing Intervention Plans & Connection to RtI - Response to Intervention Research Based Interventions: reading and math
Week 4	Developing an assessment system - Types of assessments & purposes - Student work & portfolio assessment Using Assessment Data to Guide Instruction: Screening finding patterns, making instructional decisions (school and classroom) Using Assessment Data to Guide Instruction: Diagnostic - Analysis of assessment at student level Making adjustments to instruction
Week 5	Putting it all together - Family and Community - Action Planning based on specific need - Accessing research on best practices - Roles & Responsibilities Problem Solving
Week 6	Historical Perspectives & Relationships such as: Response to Intervention & Research Based Practices Common Core Standards & Political Perspectives Instructional Leadership & Professional Development New Teacher Evaluations & Emphasis on Student Learning It all starts with: “What” we teach - Common Core Standards: history, development, exploration - Define Curriculum

Bibliography
*Denotes Unit Conceptual Framework References

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Reis, S. M., McCoach, D., Little, C. A., Muller, L. M., & Kaniskan, R. (2011). The Effects of Differentiated Instruction and Enrichment Pedagogy on Reading Achievement in Five Elementary Schools. American Educational Research Journal, 48(2), 462-501.

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