

***Foundations & Frameworks Basic Training***  
**Graduate Course Syllabus 2017**

**Title:** *Foundations & Frameworks Basic Training*

**Credits:** 3 Graduate Credits  
40+ hours (7 full days) of formal instruction plus a major curricular project

**Description:** *Foundations & Frameworks* is an instructional reading program established on the principle that effective teachers make a positive impact on student learning. Effective teachers of reading should be skillful in guiding students to develop the high levels of cognitive functioning required for reading comprehension. *Foundations & Frameworks* is designed to empower pre-service and in-service teachers by providing a professional development experience that may improve their personal comprehension processes and equip them with the pedagogical knowledge and strategies to teach reading effectively.

Components of *Foundations & Frameworks* include reading comprehension, visual tools, small groups, vocabulary, assessment, beginning reading, and content area reading. An essential component of *Foundations & Frameworks Basic Training* is the instructional design model that provides the structure for unit planning and the guide for daily instruction. *Architecture of Learning*® provides this structure for current *Foundations & Frameworks* materials. *Architecture of Learning*® Basic Training is typically held during the three days immediately preceding *Foundations & Frameworks Basic Training*. *Architecture of Learning/Foundations & Frameworks* is a ten-day professional development experience that provides in-depth study and application of effective instructional practices.

**Prerequisites:**

1. *Architecture of Learning*® Basic Training
2. Employment with a school that has reviewed the *Foundations & Frameworks* Instructional Reading Program either through a visit to a school implementing the program or through an in-depth overview presentation **and** is either field testing or fully implementing *Foundations & Frameworks* with administrative support in the following school year.
3. An acceptable undergraduate degree (e.g., a bachelor's degree in education) that qualifies the student for entry into a graduate education program.

**Rationale:** *Foundations & Frameworks Basic Training* prepares teachers to develop and implement successful reading instruction. This comprehensive and innovative approach to reading instruction equips students to move from the foundational stages of sound awareness to independent reading, comprehension, evaluation, and application of written text. Application of the

training provides a systematic method of designing reading instruction to meet the needs of every student. Within this framework, students learn to comprehend an author's intended message through a structured process of thinking before, during, and after reading. Students learn to visually display thinking in a non-linear way and to communicate orally and in written form. Students learn evaluative and critical thinking skills that lead to adopting, adapting, or rejecting an author's intended message.

Reading comprehension is the ultimate goal of *Foundations & Frameworks*. An extensive scope of comprehension skills guides teachers as they recognize the thought process utilized to understand various elements of written text. This process is explicitly taught and modeled; students then engage in both guided and independent practice, which occurs through whole group, small group, and individual formats. When fully implemented and combined with visual thinking, this approach produces dramatic increases in comprehension.

**Intended Audience:** Educators responsible for reading instruction, especially at the early childhood, elementary, or middle school levels, will benefit from attendance. Secondary English teachers who attend are encouraged to adopt and apply the principles of effective reading instruction to meet the learning objectives for high school students in literature and media literacy.

**Goals & Objectives:**

1. To become knowledgeable in current reading and thinking research related to phonemic awareness, phonics instruction, vocabulary development, reading comprehension, visual thinking (i.e., the use of visual tools in reading comprehension), children's literature, instructional tools, small group dynamics, and content area reading
2. To apply the process of matching comprehension skill thought processes to visual tool construction, providing effective instruction in the thought process, and guiding student practice of it
3. To utilize visual tools in fostering student reading comprehension and metacognition
4. To design effective, systematic phonemic awareness and phonics instruction
6. To incorporate effective vocabulary development into instructional reading units
7. To incorporate principles of small group instruction into reading units
8. To synthesize learning in the creation of an effective instructional unit utilizing *Architecture of Learning*®; selected pieces of children's literature; instruction in word attack, vocabulary, and comprehension skills; and balanced, authentic assessment

**Instructional Modalities:**

The course is taught by qualified, certified *Foundations & Frameworks* trainers during 7 consecutive, full days (6+ hours each day) of instruction. Each day of instruction has been designed using the *Architecture of Learning*® structure. Discussion, lecture, research and reading, group and independent practice, and refinement and sharing of application attempts will be used interchangeably. Sessions are intense and require high levels of participation and critical thinking.

**Required Texts & Materials:**

*Foundations & Frameworks Basic Training Course Book*

*Foundations & Frameworks Toolbox*

*Foundations & Frameworks Basic Training Beginning Reading Supplement (for Grades K-2)*

Selected pieces of children's literature

**Grading:** Grades awarded will be A, B, C, I, or F. It is expected that ALL student work will be submitted within the stated timeline. Assignments should reflect high standards that are appropriate for graduate level courses. Grades will be based on the following elements:

1. Students will contribute to **all** sessions. Due to the intensity of the course, it is expected that all students participate in all activities.  
(25% of the final grade)
2. Students will submit a report summarizing their understanding of effective instructional practices for each of the following areas: reading comprehension, visual tools, small groups, vocabulary, and assessment. Elements that distinguish *Foundations & Frameworks* from other instructional reading programs and a description of the potential impact of *Foundations & Frameworks* instruction on student learning should be included. (See rubric.) The report should be double spaced and in 12 point font.  
(25% of the final grade)
3. Students will submit 1 original, complete *Foundations & Frameworks* Unit Plan with assessments that incorporates the components of a *Foundations & Frameworks* primary skills unit appropriate for the grade level in which the unit will be taught. See page 4 for details.  
(50% of the final grade)

The following items must be submitted with the Unit Plan:

- An outline of the unit presented on an AoL Blueprint (See an example on pp. 350-351 in the *Foundations & Frameworks Toolbox*.)

- Detailed plans for each activity in the unit. These should be written in the form of a unit exposition with the detail of a teacher's edition, as if the author were developing the unit so that someone who has never seen it before would know exactly what to do. (See examples of Skill Blueprints and Expositions in the Appendix of the *Architecture of Learning Basic Training Course Book*.)
  - A list of 9-12 vocabulary words, which have been selected from the three sets of literature to be used for the unit. Student-friendly definitions should be included with the list of words.
  - A list of 8 questions for each student book developed from the *Foundations & Frameworks Forms of Thought*. There should be a question developed for each form of thought and the questions should be specifically applicable to the student texts used in the development of this unit. (See pp. 342-345 in the *F&F Toolbox*.)
  - Four days of detailed small group plans for each student book group. Day 1 of instruction may be an introductory small group session with a review of the book talk and comprehension skill, a Book Look Ahead, and the introduction of a new vocabulary word. Days 2-4 should include all components of the Small Group Planning Guide, including the steps for Vocabulary Review and Vocabulary Introduction. (See pp. 352-357 in the *Foundations & Frameworks Toolbox*.)
  - Appropriate assessment documents for the unit, including a skill knowledge assessment, a performance task assessment, and a vocabulary assessment. The performance task assessment should provide opportunity for a student to demonstrate an exemplary performance on the associated unit rubric. (See unit rubrics in the *Foundations & Frameworks Toolbox*.) (See assessment examples on pp. 107-111, 124-127, and 129-131 in the *F&F Basic Training Course Book*.)
4. The student should seek feedback from the on-site *Foundations & Frameworks* trainer prior to submission of the unit plan. Once the plan is submitted, the unit will be assessed for a grade according to the descriptors on the *Foundations & Frameworks* Graduate Credit Unit Evaluation rubric and the Summary Report Rubric.

All submissions must be **original work, created and completed by the individual requesting credit**. Assignments will be evaluated using stated expectations (above) and associated rubrics. All assignments **must be submitted via email within fourteen (14) days of the course completion**. Points may be deducted for late submissions.

For trainings completed by July 7, 2017, submit assignments to Joanne Sellers Barbee at [jbarbee@bcsk12.org](mailto:jbarbee@bcsk12.org). For trainings completed after July 7, 2017, submit assignments to Dr. Kevin Washburn at [kevin@clerestorylearning.com](mailto:kevin@clerestorylearning.com).