Graduate Workshop Syllabus

Friends University
Clerestory Learning Professional Development Series

Title of Workshop: Foundations and Frameworks: Basic Course
Course #: EDUC 5615
Term: Summer 2019 (May 13-August 18, 2019) transcript will reflect summer 2019 term
Delivery Format: On Ground
Credit Hours Offered: Three Graduate Credits
Dates/Locations: varies
Times of Offering: 8:30 a.m. to 3:30 p.m. (7 days of formal instruction)
Instructor Name: Kevin Washburn
Instructor Contact Information: Kevin D. Washburn, Ed.D.
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Instructor Bio: Kevin D. Washburn holds an Ed.D. in Educational Leadership with an emphasis in Instruction and Curriculum, an M.A. in Elementary Education, a B.S. in English, and a B.S. in Elementary Education. His experience as a teacher in elementary through college level classrooms and leadership positions in curriculum and instruction combine with his penchant for reading and research in both educational and scientific areas to uncover important implications for learning. He is the creator of the Architecture of Learning instructional design model and author of its training program, which he has used with hundreds of teachers now implementing the model. Dr. Washburn is also the co-author of Foundations & Frameworks, an instructional reading program used by schools across the country, and the creator of the Writer's Stylus instructional writing program and the lead author of all its training and instructional materials. He is a member of the International Mind, Brain & Education Society and the Learning & the Brain Society.

Workshop Description:
The course moves from foundations that argue for the priority of reading instruction to the full development of instructional reading units that address all critical elements of optimal development of student reading skills. Topics within the course include reading comprehension, visual tools, small groups, vocabulary, assessment, beginning reading (including phonemic awareness and phonics), instructional tools, and content area reading.

Standards Addressed

KEPP Standards:

Standard 3: *Learning Environment*
The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 4: *Content Knowledge*
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 6: *Assessment*
The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Standard 7: *Planning for Instruction*
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: *Instructional Strategies*
The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Learning Forward Standards:

Standard 1: *Learning Communities*
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Standard 5: *Learning Designs*
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Standard 6: *Implementation*
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Workshop Prerequisites: An acceptable undergraduate degree (e.g., a bachelor's degree in education) that would qualify the student for entry into a graduate education program.

The Architecture of Learning Basic Course. (NOTE: This course is often taught as part of a 10-day course that includes both it and Foundations & Frameworks.)

Workshop Objectives:

Knowledge of:
- six "foundational" assertions that establish a rationale for the priority of reading instruction
- a thorough definition of reading comprehension and the details related to its major elements
- the roles attention, curiosity, visual processing, chunking, engagement, and pattern recognition play in reading comprehension
- the principles and content of effective small group interactions
- the definitional, contextual, and conceptual components of word knowledge
- the beneficial and strategic use of Writing on Demand as an instructional strategy
- a language mechanics instructional scope based on reasonable developmental considerations
- the role of phonemic awareness in enabling phonics learning
- principles of effective phonics instruction
- the developmental range of reading fluency
- the four "phases" of effective phonics lessons—handwriting, maintenance, instruction, and extension—and the twelve specific steps associated with a complete lesson
- phonemic awareness and phonics instruction scheduling in early childhood grades
- the characteristics of content area text that add to reading comprehension challenges

Understandings:
- the relationship of working memory processes to reading comprehension
- the relationship of visual processing (via visual tools), pattern recognition, and reading comprehension
- the relationship of questioning to student thinking and response
- the relationship of vocabulary knowledge and reading comprehension
- the relationship between initial word exposure and mastery of new vocabulary
- the relationship of student writing development to instructional scope and sequence
- the relationship of modeling in skill instruction to findings from neurocognitive research on how the brain learns
- the relationship of instructional scope and instructional flow to instructional materials, both teacher and student
- the relationship of phonemic awareness, phonics and later knowledge, and fluency to reading comprehension
- the relationship of visual tools to specific content area text structures

Applications:
- use a "cognitive apprenticeship" approach to teaching reading comprehension
- model reading comprehension skills via skill introduction and definition, explicit thought process explanation, visual tool introduction and connection to comprehension thought process, and demonstration of the comprehension skill use and visual tool development via a read-aloud text
- use of tools, such as SPECS Logs, to promote student reading comprehension and preparation for collaborative comprehension within small group interactions
- questioning types and strategies to promote thinking and student-to-student interaction
- a 4-step approach to planning small group interactions
- present thorough skill instruction, including skill definition and steps, modeling skill use, student sorting and labeling of skill steps, and initial guided practice with feedback
- use a thorough and effective instructional process for vocabulary learning
- use effective activities for the practice and review of new vocabulary
- use of "intellectual art" activities for collaborative comprehension interactions based on a complete text
- use of formative assessment and instructional feedback to support, redirect, and challenge students in their application of comprehension skills
- develop assessments that align with instruction based on learning, including skill knowledge, skill application, and transfer of comprehension skill
- use of tools, such as descriptive rubrics, in instruction, feedback, and summative assessment
- strategic activities for building phonemic awareness
- strategic activities (beginning readers, all students, small groups, individuals needing additional support) for developing reading fluency
- pre- and post-reading strategies that increase content area reading comprehension

Rationale

Effective reading teachers possess skill in helping students develop the high levels of cognitive functioning required for deep reading comprehension. Foundations & Frameworks equips teachers with the pedagogical knowledge and strategies to effectively teach reading.

Intended Audience

Educators at all levels and disciplines in which reading instruction is emphasized.

Required Texts

Foundations & Frameworks Basic Training Course Book (all participants)

Foundations & Frameworks Toolbox (all reading teachers)

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

Selected pieces of children's literature

Work Submission and Grading

All assignments given during the class sessions should be completed as directed. These will not be collected by the instructor but will form the basis for in-class activity.

Grades awarded will be A, B, C, I, or F. It is expected that ALL student work will reflect high standards and a high degree of effort on the part of the learner.

All post-class work must be submitted as directed below. Grading will be based on the following:

1. Class attendance and participation (33%).

2. Submission of collected evidence of the teacher's application of the critical concepts and strategies of the course (67%). Specifically, legible copies of the following must be submitted:

   • *Foundations & Frameworks Basic Training Course Book* Page 41 and at least one observation form **completed by a colleague** based on your simulation on Pages 44-46.

   • *Foundations & Frameworks Basic Training Course Book* Pages 88-89. Make sure your instructional plan is clear. Include the detail you would normally find in a teacher's edition.

   • *Foundations & Frameworks Basic Training Course Book* Pages 151-153, showing initial but thorough planning of an assessment package.

   • *Foundations & Frameworks Basic Training Course Book* Page 163.

   • *Foundations & Frameworks Basic Training Course Book* Pages 216-219, showing the outline of a complete instructional unit and one detailed plan for small group interaction.

   • EITHER *Foundations & Frameworks Basic Training Course Book* Pages 186-187 and 190-192, showing a complete plan for guiding students into and through a content area text passage, OR *Foundations & Frameworks Basic Training Beginning Reading Supplement* Pages 162-163, showing a thorough outline for a phonics lesson and a small group session.

All of the above **must be original work, created and completed by the individual requesting credit**. All materials must be submitted **by the due date given during the formal instruction**. All materials must be scanned or clearly photographed so that all text is legible and submitted via email to Dr. Washburn: kevin@clerestorylearning.com.

NOTE: Any work submitted **at least two weeks before the deadline** may be reviewed and resubmitted based on instructor feedback.

EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
• All the Proficient descriptors, plus… • Materials reveal a cohesive, holistic understanding of reading instruction. Connections between individual elements and a developing unit are obvious. Student may include guiding statements, such as: "Challenge the students to use the new vocabulary word in small group discussions to allow for practice, feedback, and refinement."	• All the Adequate descriptors, plus… • Materials reveal a developing relationship between principles and strategies. Student may include "because…" statements, such as: "Introduce visual tool (flow chart) because such tools tap into the brain's powerful visual processing system."	• All materials are complete; no essential information (e.g., step in an instructional process) has been overlooked	• Materials lack some essential information (e.g., a step in an instructional process has been overlooked)

Submission Checklist

☐ Legible copy of *Foundations & Frameworks Basic Training Course* Book Page 41 and at least one related observation form completed by a colleague (Pages 44-46)

☐ Legible copy of *Foundations & Frameworks Basic Training Course Book* Pages 88-89

☐ Legible copy of *Foundations & Frameworks Basic Training Course Book* Page 151-153

☐ Legible copy of *Foundations & Frameworks Basic Training Course Book* Page 163

☐ Legible copy of *Foundations & Frameworks Basic Training Course Book* Pages 216-219

☐ Legible copy of EITHER *Foundations & Frameworks Basic Training Course Book* Pages 186-187 and 190-192 OR *Foundations & Frameworks Basic Training Beginning Reading Supplement* Pages 162-163

Course Policies

- Participants must attend all class sessions and participate actively
- Participants must complete all assignments and submit them as directed (see Work Submission & Grading)
- Participants must demonstrate a willingness to learn, an eagerness to grow, and diligence in completing the tasks that will foster such growth. These are ungraded elements, but they distinguish professional educators and are expected traits of graduate students.

FRIENDS UNIVERSITY

Friends University Contact Information

For questions or needed assistance regarding your Friends University accounts, please contact Graduate Workshops during business hours at 316-295-5516 or email at educationworkshop@friends.edu. Please provide your full name and the course in which you are enrolled. We are happy to help!