

# LANGUAGE, LITERACY, and POVERTY

**EDUC 636**

**TIME: Distance**

**Instructor** Tammy Pawloski

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**Office Hours** Before and after class; other hours TBD

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**Prerequisite** EDUC 555 or Permission of the Graduate School of Education

**Corequisite** None

**Meeting Times** August 26, 2019; October 7, 2019 --- 4:30 – 6:30 PM

**Meeting Location** TBD

## School of Education Conceptual Framework:

The School of Education prepares competent and caring teachers.

## FMU Center of Excellence Teaching Children of Poverty Standards

**Standard 1. Life in Poverty:** Teacher candidates exemplify their understanding of students' behavior and learning differences that may occur as a result of a life in poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create learning environments that value, engage and support children of poverty as capable learners.

**Standard 2. Language and Literacy:** Teacher candidates exemplify their understanding of the unique aspects of language development that influence children of poverty's abilities to be successful members of a classroom's community structure. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create learning environments and home-school-community partnerships that are specifically designed to support children of poverty as successful language learners

**Standard 3. Family and Community Partnerships:** Teacher candidates exemplify their understanding of common effects of poverty on family structures and life experiences and the resources in local communities that can provide needed support. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create effective, achievement-oriented relationships with families and communities that embrace them as valid partners in children's education.

**Standard 4. The Classroom Community:** Teacher candidates exemplify their understanding of the unique aspects of social, emotional, and cognitive development that influence impoverished children's abilities to be successful members of a classroom's community structure. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create positive, relationship-driven classroom environments that are specifically designed to support children of poverty as engaged participants in the classroom environment and as successful lifelong learners.

**Standard 5. Curriculum Design, Instructional Strategies & Assessment:** Teacher candidates exemplify their understanding of how the use of specific elements of curriculum design, instructional strategies and assessment support the academic achievement of children of poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create and implement results-driven instructional strategies and assessments.

**Standard 6. Teachers of Children of Poverty as Learners, Leaders, and Advocates:** Teacher candidates exemplify their commitment to learning about and advocating for children of poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create and implement professional development and advocacy plans that exemplify their understanding of their roles as leaders in working with children of poverty.

## Course Description

This course and its required field-based action research experiences are designed to provide graduate students with a focused study and application of theories and models of the reading process as they apply to children of poverty. Graduate students explore the impact of life with limited resources on brain

development, specifically as it relates to language and literacy. Developmental reading, and writing and reading and writing across the curriculum, are practiced in high poverty settings. Research-based and authentic language and literacy assessment practices that provide a basis for instructional decisions for high poverty students are implemented in the field setting.

**Course Objectives and Standards Alignment**

<b>Objectives</b> <i>Upon completion of the course the student will be able to:</i>	<b>Standards</b>
Demonstrate an understanding of the neurological foundation of language and literacy development as it applies to children of poverty.	TCOP 2, 5
Demonstrate an understanding of the psychological, sociological, and linguistic foundations of language and literacy processes as they apply to children of poverty.	TCOP 2, 5
Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success.	TCOP 1, 2
Develop and implement practices that support language and literacy development in school and home environments.	TCOP 1, 2
Develop and successfully use instructional materials and strategies that enable children of poverty to acquire the vocabulary and comprehension skills required for succeeding with narrative and expository texts and for perceiving themselves as literate.	TCOP 1, 2, 5
Facilitate effective reading instruction for learners at different stages of reading or writing development and from diverse cultural or linguistic backgrounds by using research-based best practices.	TCOP 1, 2, 5
Synthesize information from multiple indicators, and use it as the basis for instructional planning and for communicating information about student progress to the student, parents or guardians, and relevant colleagues in high poverty school settings.	TCOP 2, 3, 5
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.	TCOP 6

**Course Materials**

**Required Readings**

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, Grades K-12*. Thousand Oaks, CA: Corwin Press.

Neuman, S. B. & Celano, D. C. (2012). *Giving our children a fighting chance: Poverty, literacy, and the development of information capital*. New York, NY: Teachers College Press.

**OR**

Neuman, S. B. (2016). *Opportunities to learn give children a fight chance*. New York, NY: Sage Journals. Retrieved June 11, 2019 from <https://journals.sagepub.com/doi/full/10.1177/2381336916661543>

**AND**

Neuman, S. B. (2013). The American dream: Slipping away? *Education Leadership*. Retrieved June 11, 2019 from <https://www.npsd.org/vimages/shared/vnews/stories/525d81ba96ee9/SI%20-%20The%20American%20Dream%20-%20Slipping%20Away.pdf>

Zubrzycki, J. (2017). *Survey: In literacy, what's trendy isn't always what's important*. Retrieved June 11, 2019 from [http://blogs.edweek.org/edweek/curriculum/2017/01/reading\\_hot\\_survey\\_ILA.html?cmp=eml-enl-eunews3,%20but%20then%20follow%20the%20links%20to%20the%20entire%20report%20\(http://](http://blogs.edweek.org/edweek/curriculum/2017/01/reading_hot_survey_ILA.html?cmp=eml-enl-eunews3,%20but%20then%20follow%20the%20links%20to%20the%20entire%20report%20(http://)

## Background Research Materials

- Allington, R.L. (2006). *What really matters for struggling readers, 2nd edition*. New York: Pearson/Allyn and Bacon.
- Barone, D. M. (2006). *Narrowing the literacy gap: What works in high-poverty schools*. New York, NY: Guilford Press.
- Beers, K. (2003). *When kids can't read: What teachers can do*. Portsmouth, NH: Heinemann.
- Benjamin, A. (2005). *Writing in the content areas, 2<sup>nd</sup> ed.* Larchmont, NY: Eye on Education.
- Berger, R. (2003). *An ethic of excellence: Building a culture of craftsmanship with students*. Portsmouth: Heinemann.
- Clay, M. M. (2005). *Literacy lessons designed for individuals Part one*. Portsmouth, NH: Heinemann.
- Clay, M. M. (2005). *Literacy lessons designed for individuals Part two*. Portsmouth, NH: Heinemann.
- Cunningham, P. M. & Allington, R. (2015). *Classrooms that work: They can all read and write*. 6<sup>th</sup> edition. Boston: Allyn & Bacon.
- Kennedy, E. (in press). *Raising literacy achievement in high-poverty schools: An evidence-based approach*. London, England: Routledge.
- Fisher, D., et al. (2010). *50 instructional routines to develop content literacy (2nd Edition)*. Upper Saddle River, NJ: Pearson.
- Harvey, S. & Daniels, H. (2009). *Comprehension and collaboration: Inquiry circles in action*. Portsmouth, NJ: Heinemann.
- Hernandez, D. J. (2011) *Double Jeopardy: How third-grade reading skills and poverty influence high school graduation*. Baltimore, MD. Annie E. Casey Foundation.
- Kennedy, E. (2010). Improving literacy achievement in a high-poverty school: Empowering classroom teachers through professional development. *Reading Research Quarterly*, 45(4), 384-387.
- Neuman, S. B., Ed. (2008). *Educating the other America: Top experts tackle poverty, literacy, and achievement in our schools*. New York, NY: Teachers College Press.
- Neuman, S. B. & Celano, D. C. (2012). *Giving our children a fighting chance: Poverty, literacy, and the development of information capital*. New York, NY: Teachers College Press.
- Snow, C. E. & Biancarosa, G. (2003). *Adolescent literacy and the achievement gap: What do we know and where do we go from here?* New York: Carnegie Corporation.
- South Carolina Education Oversight Committee (2011). *PASS reading: A first look at student progress for a matched cohort*. Columbia, SC: Author.
- South Carolina Education Oversight Committee (2010). *Reaching higher levels of achievement in reading*. Columbia, SC: Author.
- Stead, T. (2001). *Is that fact?: Teaching nonfiction writing, K-3*. Portland, ME: Stenhouse.
- Stead, T. (2005). *Reality checks: Reaching reading comprehension with Nonfiction, K-5*. Portland, ME: Stenhouse.
- Tivnan, T. & Hemphill, L. (2005). Comparing four literacy reform models in high-poverty schools: Patterns of first-grade achievement. *The Elementary School Journal*, 105(5), 419-441.
- Wamba, N., Ed. (2011). *Poverty and literacy*. London, England: Routledge.

## Other Reading and Research Materials

See attached list

## Content Outline

- 1. Neurological Foundations of Language and Literacy Development in Children of Poverty**
  - a. Social and Emotional Environment and Brain Development
  - b. Neuroplasticity, Gene Expression, and Fluid Intelligence
  - c. Executive Functions and Language and Literacy Development
- 2. Language- and Literacy Processes in Children of Poverty**
  - a. Vocabulary Development as a Function of Experiences
  - b. Academic Background Knowledge and Life Experiences
  - c. Metacognition and Language and Literacy Development
- 3. Effective Literacy Practices for Children of Poverty Who Struggle to Read and Write**
  - a. Models of Reading and Instructional Implications for Under-Resourced Students
  - b. Diagnostic Teaching in High Poverty Schools
  - c. Best Practices for Acceleration and Remediation
  - d. Content Area and Cross-Curricular Supports for Building Information Capital
  - e. Accessing Home and Community Supports for Language and Literacy
- 4. Language and Literacy Success Factors in High Poverty Schools**
  - a. Language and Literacy Trends in High Poverty Schools
  - b. Culturally-Responsive High Poverty Schools
  - c. Effective School-Based Strategies for Teachers and Teams
  - d. Activating Language and Literacy Resources in Under-Funded Schools
- 5. Action Research for Intervention and Enrichment**
  - a. Principles of Action Research
  - b. Using Action Research to Inform Planning, Instruction and Assessment
- 6. Teachers as Learners, Leaders, and Advocates in High Poverty Schools**
  - a. The Teacher as a Learner
  - b. The Teacher as a Leader
  - c. The Teacher as an Advocate for Children of Poverty

## Read to Succeed Alignment

SC Literacy Competencies	Course Objectives	Assessments (See Assessment Rubrics in Following Section)
<b>Standard 1: Foundational Knowledge</b> <ul style="list-style-type: none"><li>• Demonstrate an understanding of the developmental continuum of reading and writing and be skilled in a variety of strategies to assess and support individual student's development and learning across the continuum.</li><li>• Encourage the use of oral discourse to support reading and writing (e.g., allow students to participate in literacy events that</li></ul>	Demonstrate an understanding of the neurological foundation of language and literacy development as it applies to children of poverty.  Demonstrate an understanding of the psychological, sociological, and linguistic foundations of language and literacy processes as they apply to children of poverty.  Plan and implement action research that considers the	<b><i>Professional Learning Community and Reading Responses:</i></b> The student will participate in a professional learning community that reads selected professional literature and engages in professional discussions. The student must submit a total of eight (8) responses to required readings. The purpose of the response journal is to encourage reflection and to assist the student in making connections between one's own experiences, beliefs, and concerns as a teacher-researcher and the discussions

<p>encourage social interactions and symbol use such as illustrations and written texts).</p> <ul style="list-style-type: none"> <li>• Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources).</li> <li>• Activate and build on students' background knowledge prior to reading and extend existing background knowledge during and after reading.</li> <li>• Incorporate all of the language arts throughout all content areas to support readers and writers.</li> <li>• Use multiple sources of information to guide instructional planning to improve reading achievement of all students.</li> </ul>	<p>influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success.</p> <p>Develop and implement practices that support language and literacy development in school and home environments.</p>	<p>and required readings of this course. Entries should reflect a thorough analysis of readings, although references to personal experiences and opinions may be included.</p> <p><b><i>Action Research.</i></b> The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.</p>
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<p><b>Standard 2: Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li>• Implement the curriculum based on students’ prior knowledge, word experiences, and interests.</li> <li>• Plan learning environments that address all domains: social, emotional, language, cognitive, and physical.</li> <li>• Demonstrate an understanding of a strong child development knowledge based (including how oral and written language support student learning).</li> <li>• Differentiate instructional approaches to meet students’ reading and writing needs.</li> <li>• Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts.</li> <li>• Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.</li> </ul>	<p>Develop and successfully use instructional materials and strategies that enable children of poverty to acquire the vocabulary and comprehension skills required for succeeding with narrative and expository texts and for perceiving themselves as literate.</p> <p>Facilitate effective reading instruction for learners at different stages of reading or writing development and from diverse cultural or linguistic backgrounds by using research-based best practices.</p> <p>Synthesize information from multiple indicators, and use it as the basis for instructional planning and for communicating information about student progress to the student, parents or guardians, and relevant colleagues in high poverty school settings.</p> <p>Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success.</p>	<p><b><u>Diagnostic and Remediation Plan, Implementation, and Assessment:</u></b></p> <p>The graduate student will complete a portfolio that documents extended work with a minimum of one struggling reader or writer. The graduate student will review the learner’s previous report cards and test scores, speak with involved teachers or counselors, and administer appropriate diagnostic instruments. A remediation teaching plan consisting of a minimum of five lessons will be developed and implemented. The summative portfolio must include assessment artifacts that document a shift in the performance of the student as a result of the instruction.</p> <p><b><u>Action Research.</u></b> The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.</p>
<p><b>Standard 3: Assessment and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.</li> <li>• Collect and share with families samples of student work including items such as photographs or</li> </ul>	<p>Synthesize information from multiple indicators, and use it as the basis for instructional planning and for communicating information about student progress to the student, parents or guardians, and relevant colleagues in high poverty school settings.</p> <p>Plan and implement action research that considers the influence of prior knowledge,</p>	<p><b><u>Diagnostic and Remediation Plan, Implementation, and Assessment:</u></b></p> <p>The graduate student will complete a portfolio that documents extended work with a minimum of one struggling reader or writer. The graduate student will review the learner’s previous report cards and test scores, speak with involved teachers or counselors, and administer appropriate diagnostic instruments. A remediation teaching plan consisting of a minimum of five lessons will be developed</p>

<p>anecdotal records.</p> <ul style="list-style-type: none"> <li>• Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching so that all students use a variety of strategies (monitoring, searching, predicting, etc.). Interpret patterns in classroom and individual students' data.</li> <li>• Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).</li> </ul>	<p>student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success.</p>	<p>and implemented. The summative portfolio must include assessment artifacts that document a shift in the performance of the student as a result of the instruction.</p> <p><b><u>Action Research.</u></b> The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.</p>
<p><b>Standard 4: Diversity</b></p> <ul style="list-style-type: none"> <li>• Provide instruction and instructional formats that engage students as agents of their own learning.</li> <li>• Demonstrate the belief that all children can learn (positive comments during conferences, specific feedback on accomplishments, setting goals within the learner's zone of proximal development).</li> <li>• Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.</li> </ul>	<p>Demonstrate an understanding of the psychological, sociological, and linguistic foundations of language and literacy processes as they apply to children of poverty.</p> <p>Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success.</p> <p>Develop and implement practices that support language and literacy development in school and home environments.</p> <p>Facilitate effective reading instruction for learners at different stages of reading or writing development and from diverse cultural or linguistic backgrounds</p>	<p><b><u>Professional Learning Community and Reading Responses:</u></b> The student will participate in a professional learning community that reads selected professional literature and engages in professional discussions. The student must submit a total of eight (8) responses to required readings. The purpose of the response journal is to encourage reflection and to assist the student in making connections between one's own experiences, beliefs, and concerns as a teacher-researcher and the discussions and required readings of this course. Entries should reflect a thorough analysis of readings, although references to personal experiences and opinions may be included.</p> <p><b><u>Action Research.</u></b> The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the</p>

	<p>by using research-based best practices.</p>	<p>language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.</p>
<p><b>Standard 5: Literate Environment</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.</li> <li>• Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities spaces, and online resources). Provide consistent routines to promote self-regulation as a reader, writer, speaker and listener.</li> <li>• Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).</li> </ul>	<p>Develop and implement practices that support language and literacy development in school and home environments.</p> <p>Develop and successfully use instructional materials and strategies that enable children of poverty to acquire the vocabulary and comprehension skills required for succeeding with narrative and expository texts and for perceiving themselves as literate.</p>	<p><b><u>Professional Learning Community and Reading Responses:</u></b> The student will participate in a professional learning community that reads selected professional literature and engages in professional discussions. The student must submit a total of eight (8) responses to required readings. The purpose of the response journal is to encourage reflection and to assist the student in making connections between one’s own experiences, beliefs, and concerns as a teacher-researcher and the discussions and required readings of this course. Entries should reflect a thorough analysis of readings, although references to personal experiences and opinions may be included.</p>
<p><b>Standard 6: Professional Learning and Leadership</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively and respectfully with families, colleagues, and community members to support students’ reading and writing.</li> <li>• Implement plans and use results for their own professional growth.</li> <li>• Apply learning from professional development to instructional practices.</li> <li>• Advocate with various groups</li> </ul>	<p>Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success.</p> <p>Demonstrate a commitment to ongoing learning, teacher leadership, and advocacy for children of poverty.</p>	<p><b><u>Reflection Journal and Participation:</u></b> The student will complete journal entries that include reflective and critical commentary on the readings and report progress made on assignments. The student will participate in class discussions and related activities in a genuine and informed manner.</p> <p><b><u>Professional Growth:</u></b> The student will participate in a minimum of one FMU Center of Excellence event or other professional learning activity that focuses on children of poverty. A one page</p>



<p>(e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes.</p>		<p>written reflection journal entry must be submitted.</p> <p><b><i>Service:</i></b> The student will participate in a minimum of one service learning/volunteerism activity that focuses on children living in poverty during the semester in which the course is taught approved in advance by the professor. A one page written reflection journal entry must be submitted.</p> <p><b><i>Action Research.</i></b> The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.</p>
<p><b>Standard 7: Dual Language Learners (English Language Learners)</b></p> <ul style="list-style-type: none"> <li>• Use the gradual release of responsibility model (Pearson &amp; Gallagher, 1983) to support and assist students: show how strategies improve comprehension, highlight importance of prior knowledge, think aloud to make thinking evident, provide guided and independent practice, shift responsibility for strategy selection to students.</li> <li>• Know students and their interests to develop curriculum.</li> <li>• Use culturally-based funds of knowledge, home literacies. And home surveys and questionnaires.</li> </ul>	<p>Develop and implement practices that support language and literacy development in school and home environments.</p> <p>Facilitate effective reading instruction for learners at different stages of reading or writing development and from diverse cultural or linguistic backgrounds by using research-based best practices.</p>	<p><b><i>Diagnostic and Remediation Plan, Implementation, and Assessment:</i></b></p> <p>The graduate student will complete a portfolio that documents extended work with a minimum of one struggling reader or writer. The graduate student will review the learner’s previous report cards and test scores, speak with involved teachers or counselors, and administer appropriate diagnostic instruments. A remediation teaching plan consisting of a minimum of five lessons will be developed and implemented. The summative portfolio must include assessment artifacts that document a shift in the performance of the student as a result of the instruction.</p> <p><b><i>Action Research.</i></b> The graduate student</p>

		<p>will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.</p>
<p><b>Standard 8: Home and School Connections</b></p> <ul style="list-style-type: none"> <li>• Use families' "funds of knowledge" as a way of validating students' home culture.</li> <li>• Acquire knowledge of why parents may or may not participate in school activities.</li> <li>• Develop strategies to involve parents in a way that is comfortable for them to be involved.</li> </ul>	<p>Develop and implement practices that support language and literacy development in school and home environments.</p> <p>Synthesize information from multiple indicators, and use it as the basis for instructional planning and for communicating information about student progress to the student, parents or guardians, and relevant colleagues in high poverty school settings.</p>	<p><b><i>Professional Learning Community and Reading Responses:</i></b> The student will participate in a professional learning community that reads selected professional literature and engages in professional discussions. The student must submit a total of eight (8) responses to required readings. The purpose of the response journal is to encourage reflection and to assist the student in making connections between one's own experiences, beliefs, and concerns as a teacher-researcher and the discussions and required readings of this course. Entries should reflect a thorough analysis of readings, although references to personal experiences and opinions may be included.</p> <p><b><i>Reflection Journal and Participation:</i></b> The student will complete journal entries that include reflective and critical commentary on the readings and report progress made on assignments. The student will participate in class discussions and related activities in a genuine and informed manner.</p>

## Methods of Presentation

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by graduate students in the field setting. They will have opportunities to work independently and collaboratively with others. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.

## Course Requirements

1. Attendance and participation in all classes and related activities.
2. Completion of required readings and other preparations before class and as indicated on schedule.
3. Successful completion of all assignments, projects, quizzes and demonstrations.

## Course Policies (Attendance, Grading, Professional Behavior)

### Professional Behavior

Dispositions are as important as academic work. Graduate students are expected to conduct themselves in a professional manner at all times. This includes adhering to the FMU attendance policy [no more than two absences]; punctuality for all classes and meetings [note: two tardies/early departures equal one absence]; and the active cultivation of positive professional relationships.

All class participants have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing assignments for another class, checking cell phones, emails, or text messages, or otherwise being inattentive distracts other class participants, including the instructional leader, and is never allowed.

It is expected that all graduate students contribute to class in an appropriate and meaningful manner.

Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU School of Education policies that may include withdrawal from the course.

### School of Education News and Announcements on Website

Each week graduate students must check the "News and Announcements" page for any upcoming deadlines required for completion of education programs and for other special information from the School of Education. Graduate students may do this by visiting the Francis Marion Website at [www.fmarion.edu](http://www.fmarion.edu), clicking on the drop-down box under "Quick Links", choosing "School of Education", and then selecting "News and Announcements" under the column on the left side of the page.

### Collaboration

Graduate students are encouraged to take advantage of peers as resources as appropriate throughout the course, and, **when approved in advance by the professor**, they may collaborate on assignments.

### Assignment Deadlines

Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late IF the late submission is accepted by the professor. Graduate students must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. Should questions emerge about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.

### Neatness/Accuracy

All assignments must be prepared with great attention to detail, neatness, and accuracy. Assignments must be typed (single spaced, 10-12 point font) unless otherwise noted by the instructor. ANY concerns regarding writing skills will be immediately called to the student's attention, and will generally include referral to the FMU Writing Center for assistance and support. While the focus of this course is content, it is expected that all graduate students submit assignments that demonstrate excellent writing skills.

## Assignments and Assessments

The EDUC 636 student will compile a portfolio comprised of the assignments listed below: *(General descriptions of each project are included below, and examples, specific oral and written instructions, and scoring rubrics regarding each project will be provided as a component of class instruction.)*

#	Activity Description
	<b>Action Research.</b> The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty. A series of modules will provide the framework for this study.
1	<b>Name the Issues.</b> The purpose of this module is to name the issues—and to define what is meant by language, what is meant by literacy, and the role of poverty in both. To that end, students will read from selected on-line articles and then use that information in an analysis that is also informed by personal experiences in high-poverty schools. The goal is to end with a definition of language, literacy, and poverty in general, but also in terms of the students taught every day. <b>5%</b>
2	<b>What is hot? What should be hot?</b> The purpose of this module is to consider a range of current topics in language, literacy, and poverty and to consider all in terms of both current research and professional experience. The goal is to clarify thinking and to form a baseline from which the study can grow over the course of the semester. <b>5%</b>
3	<b>Reading Wars.</b> The purpose of this module is to review current conversations around this statement, “The reading wars are over and science lost.” The goal is to clarify thinking based on readings and personal teaching experiences. <b>5%</b>
4	<b>Free Study.</b> The purpose of this module is to encourage your own personal study of any of the articles, webinars or other materials included in the references for study. The goal is to allow you to study around a topic that is of particular interest to you. <b>5%</b>
5	<b>Giving our Children a Fighting Chance.</b> The purpose of this module is to read and reflect on the text by Susan Neuman and Donna Celano, <i>Giving our Children a Fighting Chance: Poverty, Literacy, and the Development of Information Capital</i> . Students in a previous semester suggested that a professional article by the same authors could be substituted for the entire text, and students may choose to read either version. Students are not expected to create a detailed book outline or other traditional representations of reading. Instead, students should read with an eye for what matters most from a personal perspective. What lessons can be taken from this that can generally or specifically inform policy and practice at the classroom, school, district, or state level? <b>10%</b>
6	<b>Laying the Groundwork for Visible Learning for Literacy.</b> The purpose of this module is to explore John Hattie’s <i>Visible Learning</i> research, specifically in terms of language and literacy learning for under-resourced learners. This text has been selected for use in spite of concerns expressed by some competitive researchers that the ‘math’ used by Hattie is flawed. It is believed that the focus on the content for this course is not compromised by the disagreements expressed in the literature. The student will examine Hattie’s meta-analyses focused on identifying literacy practices that lead to achievement and the ‘barometer of influence’ onto which each can be plotted based on ‘effect size.’ <b>10%</b>
7	<b>Surface Literacy Learning.</b> The purpose of this module is to explore the importance of and ways to facilitate surface literacy learning. The student will consider instructional strategies that effectively lead to surface literacy learning and to practice strategies and apply them using the action research model. <b>10%</b>
8	<b>Deep Literacy Learning.</b> The purpose of this module is to explore ways to facilitate deep acquisition and deep consolidation of literacy learning. The student will explore instructional strategies that can lead to deep literacy learning and to practice strategies and apply them using the action research model. <b>10%</b>
9	<b>Teaching Literacy for Transfer.</b> The purpose of this module is to take literacy learning to the transfer level—the ultimate goal for teaching. The student will think deeply about instructional strategies that can lead to transfer and to practice strategies using the action research model. <b>10%</b>

<b>10</b>	<b>Determining Impact, Responding When Impact is Insufficient, and Knowing What Does Not Work.</b> The purpose of this module is to take all of the learnings from previous modules and to strategically apply impact-focused practices through a case study format using the action research model. The student will be asked to reflect on the study after implementation and analyses. <span style="float: right;"><b>20%</b></span>
<b>11</b>	<b>I used to think...And now I think...</b> The purpose of this module is to reflect on the entire course of study, specifically in terms of shifts in beliefs and practices around language, literacy, and poverty that have occurred as a result. <span style="float: right;"><b>10%</b></span>

### Scoring Rubric

The following scoring rubric will be used to assess all assignments:

SCORE	DESCRIPTORS
4	Exceeds Expectations. Completely thorough and thoughtful submission. Well organized throughout; followed all instructions fully. Details are clear and supportive of the topic under investigation. Reflection includes deep analysis, application, and plans for future.
3	Meets Expectations. Mostly thorough and thoughtful submission. Generally well organized; followed most instructions. Details are mostly clear and supportive of the topic under investigation. Reflection includes basic analysis, application, and plans for future.
2	Attempted to meet expectations. Rudimentary submission. Organization unclear; instructions frequently not followed. Details are not clear and supportive of the topic under investigation. Reflection does not include basic analysis, application, and/or plans for future.
1 - 0	Little or no attempt to meet expectations. No evidence of organization; instructions not followed. Details are generally not included. Reflection is generally not evident.

### Grading Scale

#### Assignment Grading Scale

Grades for each assessment will be assigned using the rubric, above

(**Not Met: NC – 0-1; Partially Met: C – 2; Met: B – 3; Exceeded: A – 4**).

Weighted total scores in each category will be used to calculate the final score that aligns with the grading scale as follows:

**A = 4.0 – 3.6      B+ = 3.5 – 3.2      B = 3.1 – 2.8**  
**C+ = 2.7 – 2.4      C = 2.3 – 2.0      F = Below 2.0**

**Grading Scale:** Grades on each activity and assignment will be averaged for final grade.

## Language, Literacy, and Poverty

### Module 1 – Name the Issues

**DUE SEPTEMBER 3**

#### Module Overview

This course is entitled “Language, Literacy, and Poverty,” and is required by, and directly aligned with, the requirements for Add-On Certification for Teachers of Children of Poverty? Why would our State Board of Education include—rather require—a specialized focus on language and literacy for an area of certification focused on under-resourced students? And how can the content of this course really assist educators who work with under-resourced learners?

The purpose of this module is name the issues, including defining what is meant by language, what is meant by literacy, and the role of poverty in both. To that end, you will be asked to read from selected on-line articles and then to use that information in an analysis that is also informed by your experiences in your work in high-poverty schools. Therefore, the goal is to define language, literacy, and poverty in general, but also in terms of the students you teach every day.

#### Module 1 – Representation of Learning

1. What do we mean by language and literacy, and how is poverty often connected? Explore each of these concepts through the lens of poverty and your students.

A. Define language. What does it mean in terms of the students you teach?

B. Define literacy. What does it mean in terms of the students you teach?

C. Use what you have learned about poverty from previous courses or your current readings to compile a list of focus points that support this statement: Poverty (or the absence of resources) can negatively impact language and literacy. Your list is not expected to be exhaustive, but you should include a minimum of 8 points, each of which are specific, factual, and grounded (briefly) in research. Think in terms of developing a list of key points that will justify this study of the impact of poverty on language and literacy along with associated school-based interventions.

	<b>Focus Point</b>	<b>Research Base</b>
Ex	Poverty can reduce child vocabulary size.	Hart and Risley (1998). Children of poverty have heard about 30 million fewer words than more affluent peers, resulting in smaller vocabulary and lower IQ.
1		
2		
3		
4		
5		
6		
7		
8		

2. Create a PowerPoint presentation (minimum 8 slides excluding title, references) that might be delivered to your school team, grade level, or faculty. The goal for this presentation is to make a case that language, literacy, and poverty are deeply connected and must be strategically considered by classroom and school instructional leaders. Requirement: Include oral narration or presentation notes to accompany each slide. Upload your PowerPoint into Bb for assessment. *(Remember---you must submit something into Bb in order for me to enter a grade. You could submit a link, but please do not use Google drive that requires additional permission for me to view.)*

3. Engage at least one colleague in a professional conversation, using your slides as a basis for discussion. How does your colleague respond to the information? What insights or connections emerge from your conversation?

4. Reflect on the focus points in this module. How might you expand your work into more study, leadership with colleagues, or classroom applications? Develop at least one goal that is personalized for your current classroom or school. Outline action steps required for implementation of each goal and anticipate roadblocks that could impede progress.

Possible Goal	Possible Action Steps	Possible Roadblocks

***Be sure to save your document so that you can submit it as soon as the Blackboard course is opened.***



**Language, Literacy, and Poverty**  
**Module 2 – What IS Hot? What SHOULD BE Hot?**  
**DUE SEPTEMBER 10**

**Introduction and Reading:**

A blog piece was published on January 12, 2017 in ‘Curriculum Matters’ within *Education Week*. I think it is important enough to bump my originally-planned next assignment. Please read the very short article ([http://blogs.edweek.org/edweek/curriculum/2017/01/reading\\_hot\\_survey\\_ILA.html?cmp=eml-enl-eu-news3](http://blogs.edweek.org/edweek/curriculum/2017/01/reading_hot_survey_ILA.html?cmp=eml-enl-eu-news3)), but then follow the links to the entire report (<http://literacyworldwide.org/docs/default-source/resource-documents/whats-hot-2017-report.pdf?sfvrsn=4>) from the International Literacy Association. Be sure to look at the appendices, as they offer some excellent looks into the raw data along with helpful and specific guidance for the required representation of learning for this module.

**Module 2 – Representation of Learning**

1. Review the report, responding to the following prompts. In each of these prompts in #1, think generally in terms of trends reflected in the report, but not in terms of specific strategies.
A. Outline your three BIG take-away trends or findings from the report.
B. Based on your experience, outline trend areas in which you <u>agree</u> with report findings.
C. Based on your experience, outline trend areas in which you <u>disagree</u> with report findings.

2. Share the report, or at least the “What IS Hot/What SHOULD BE Hot” chart with at least 3 colleagues.

Use those conversations to create a list of ‘What <b>IS</b> Hot in <u>My School</u> in Literacy.’	Use those conversations to create a list of ‘What <b>SHOULD BE</b> Hot in <u>My School</u> in Literacy.’

3. Compare the lists you developed (#2 above) with those in the report. Describe any major differences.

<b>IS</b> Hot - Differences	<b>SHOULD BE</b> Hot - Differences

4. Reflect on these current trends in literacy in your work and as a teacher in your school (#2 above) and your understandings of language, literacy, and poverty. What goals might you pursue through this course or in your daily actions that could move your school or district closer to the “SHOULD BE Hot” list? What are the associated Action Steps and Roadblocks? (Note: Module 3 will focus on implementation of **one** of these as a semester-long project, so be certain to include goals that could realistically be implemented.)

Possible Goal	Possible Action Steps	Possible Roadblocks

***Be sure to save your document so that you can submit it as soon as the Blackboard course is opened.***

**Language, Literacy, and Poverty**  
**Module 3 – The Reading Wars**  
**DUE SEPTEMBER 17**

**Introduction and Reading:**

Recently a number of online writers have stated that the ‘reading wars are over and science lost.’ Spend some time with the following resources and reflect on your beliefs around this statement.

Loewus, L. (2019, March 12). *What teachers should know about the science of reading* [Webinar and transcript]. In EdWeek Webinars. Retrieved from

[https://blogs.edweek.org/teachers/teaching\\_now/2019/03/what\\_teachers\\_should\\_know\\_about\\_the\\_science\\_of\\_reading\\_video\\_and\\_transcript.html](https://blogs.edweek.org/teachers/teaching_now/2019/03/what_teachers_should_know_about_the_science_of_reading_video_and_transcript.html)

Lubell, S. (2017, February 28). *The science of teaching reading* [Blog post]. Retrieved from: <https://www.nctq.org/blog/The-Science-of-Teaching-Reading>

Myracle, J. (2019, May 28). The hard part about reading instruction. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2019/05/28/the-hard-part-about-reading-instruction.html?cmp=eml-enl-eu-news1-rm&M=58844468&U=1168664&UUID=93bfeab2270e7b0c3b743947ead9266e>

Pimentel, S. (2018, October 26). Why doesn't every teacher know the research on reading instruction? *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2018/10/29/why-doesnt-every-teacher-know-the-research.html>

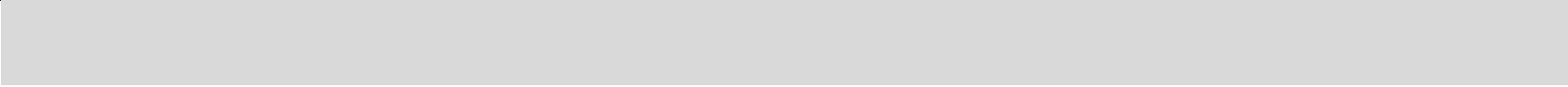
Silverman, R. (2019, May 13). The reading wars, explained [Audio podcast]. Retrieved from <https://ed.stanford.edu/news/reading-wars-explained>

**Module 3 – Representation of Learning**

1. Reading wars

A. What is meant by the term ‘reading wars’?

B. What do you take away from this study of reading wars?
C. How does your experience as a teacher (many or fewer years) impact your beliefs about reading and the science of learning?
D. How does your school or district align with the science of learning and reading wars?



## Language, Literacy, and Poverty

### Module 4 – Free Study

**DUE November 1**

#### Introduction and Reading:

**Free Study.** The purpose of this module is to encourage your own personal study of any of the articles, webinars or other materials included in the references for study. The goal is to allow you to study around a topic that is of particular interest to you. Scan the titles of the references provided, or research in an area of interest. Respond to the following prompts to complete this assignment.

### Module 4 – Representation of Learning

#### FREE STUDY

A. What topic did you choose to study and why?

B. Note the references you used for this study.

C. What are the key take-aways from your study?

D. How will your beliefs and practices change as a result of this study?

**Language, Literacy, and Poverty**  
**Module 5 – Giving our Children a Fighting Chance**  
**DUE SEPTEMBER 24**

**Introduction and Reading:**

I have selected this text by Susan Neuman and Donna Celano for our study: *Giving our Children a Fighting Chance: Poverty, Literacy, and the Development of Information Capital*. The authors use the text to tell the stories of the differences in language and literacy opportunities and experiences that occur as a function of where children live within a single city. The authors’ study over 10 years reveals stark differences in literacy and reading skill development and associates those differences with social and economic impacts: The knowledge gap they identified has far more important implications than achievement scores!

The general themes in this text will be very familiar, as we have addressed them in each of the previous three courses. What I find useful for this course, however, is that the authors view the issues through the lens of language and literacy.

I encourage you to read this book for the story it tells and with a focus on the implications it may hold for you and your work. I do not expect you to take copious notes. I do not expect you to create a detailed book outline or other traditional representation of reading. Instead, read with an eye for what matters most for you and your colleagues. What lessons can you take from this that can generally or specifically inform policy and practice in your classroom, school, district, or even at the state level?

**Module 5 – Representation of Learning**

1. Read this text: <i>Giving our Children a Fighting Chance: Poverty, Literacy, and the Development of Information Capital</i> with an eye for lessons that can inform policy and practice. Respond to the prompts.		
A. List a minimum of 3 take-aways from the text that should be a focus for educators and/or policy-makers. Associate each with an authentic connection in your current work.		
	Take Aways	Connection (Include why/how/where this applies)
1		

2		
3		

2. Upload your list for others to view and study.

Did you upload? (I'm including this prompt in case you are completing this work ahead of the semester. 😊)

--

3. Read the lists submitted by others. Select one take-away that you did not include and react by responding to the following prompt.

Tell why you selected this submission – agree or disagree? Explain your conclusions in detail.

--

4. Reflect on your study of this text, specifically in terms of your work with under-resourced learners. How could your take-aways be translated into goals for study in this course or for daily actions that could better serve the needs of students as they tackle the challenges associated with poverty? What are the associated Action Steps and Roadblocks?

Possible Goal	Possible Action Steps	Possible Roadblocks

***Be sure to save your document so that you can submit it as soon as the Blackboard course is opened.***

**Language, Literacy, and Poverty**  
**Module 6 – Chapter 1 – Laying the Groundwork for Visible Learning for Literacy**  
**DUE OCTOBER 1**

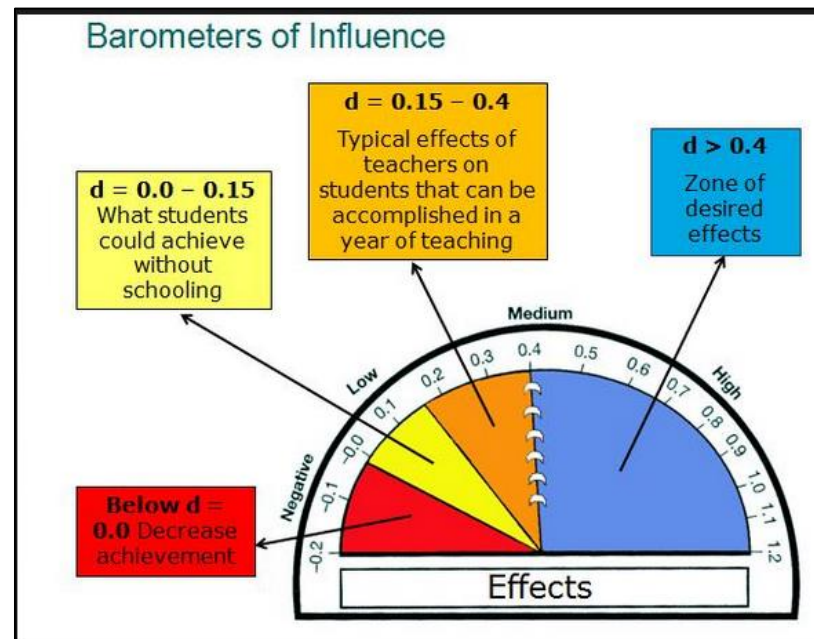
**Introduction and Reading:**

You may remember that we briefly studied John Hattie's *Visible Learning* in the second course on Teaching and Assessing in High Poverty Schools. Hattie's meta-analyses focused on identifying practices that lead to achievement, and he created a 'barometer of influence' onto which each practice could be plotted based on 'effect size.'

Hattie's work revealed that almost everything educators do has a positive impact, but, more importantly, it has helped educators to better understand the importance of learning what matters most, when, and with whom. This is particularly important because when children are already behind, we must allocate our time and resources in ways that will lead to greatest gains. Remember the

'hinge point' of 0.4? Practices that exceed the hinge point will create MORE than a year's work of growth. Hattie suggests that our goal must be to identify and implement as many practices as possible that fall above the hinge point so that we are sure to leverage our time with learners.

Hattie co-authored a text with Douglas Fisher and Nancy Frey entitled, *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*. I think it is a perfect fit for our work because it addresses those practices that will yield the biggest effect for learners in grades K-12. We will use





this book to think about ‘right approaches at the right time,’ and ‘most effective routines during specific phases of learning.’

While this module and the next ones will take us through an in-depth study of the *Visible Learning for Literacy* text, the most recent edition of *Classrooms that Work* by Patricia Cunningham and Richard Allington is also recommended highly. The latter text is only meant to be used as a resource for more ideas and activities to complement the work focused around the former—in short, please do not be overwhelmed by the number of books assigned for this course!

### Module 6 – Representation of Learning

1. Before beginning the book, take stock of your favorite or most-used language and literacy practices. These may be in direct ELA instruction, or strategies you use in support of language and literacy skills across the curriculum.	
Brainstorm and then list 5-10 strategies you regularly use to grow language and literacy skills. Keep this list handy--we'll look at it later.	
2. Read <i>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</i> , Chapter 1 through page 21.	
Create a jot list of key points regarding the theory and use of Visible Learning. These notes are mostly for your use only, but do include enough detail to process the key concepts of Hattie's work and to help you revisit these concepts throughout the course.	
3. Read pages 21-33. This section applies Hattie's research to literacy learning, specifically in terms of levels of learning that ‘transcend the three-phase model.’ Using an instructional lesson that you have recently taught ( <u>or</u> design and implement one <u>or</u> observe one in order to accomplish this task), describe the context and then tell how you planned for each of the three aspects of learning.	
Briefly describe the learning context (Where is this taking place?)	
Challenge	
Self-efficacy	

Learning intentions with success  
criteria

4. Reflect on this big-picture look at Hattie's research. What are your initial thoughts in terms of how you might use this work to elevate your practice, specifically in terms of your work with under-resourced learners?

5. What questions do you hope to have answered through your study in this course?

***Be sure to save your document so that you can submit it as soon as the Blackboard course is opened.***

**Language, Literacy, and Poverty**  
**Module 7 – Chapter 2 - Surface Literacy Learning**  
**DUE OCTOBER 8**

**Introduction and Reading:**

The introduction to this chapter prompted a great deal of thought for me—I agree, I mostly do not like to think about doing anything in education at the surface level, but now I look at surface learning differently. As I studied this chapter, I began to think about common surface literacy strategies through a very different lens. I thought about how many times I have used these *strategies*, but not used them in a particularly *strategic* manner. This module will provide opportunities for examining these surface literacy learning practices carefully and trying out a few of them in a focused manner.

You know which study strategies work best for you, but I found it helpful to do a quick book walk through the chapter first just to get a sense of what would be addressed. Then, I dug in with time to read, think, and reflect on each section. I encourage you to do the same.

**Module 7 – Representation of Learning**

1. Read *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*, Chapter 2, pages 36-41.

Define surface literacy learning.

Reflect on your previous understandings of surface learning. What stands unchanged after this study? What shifts in thinking have occurred? You may write briefly, but first think deeply and be sure that is reflected in your entry.

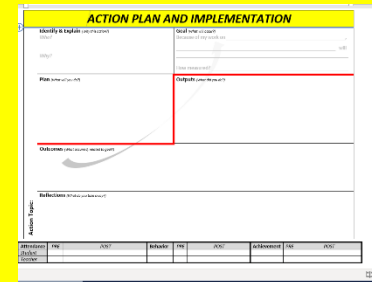
**2. Read *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*, Chapter 2, pages, 41-70.**

This section provides guidance for the development of very specific ways to leverage prior knowledge. Use the chart below to create an outline (or at least one double sketch note page—by hand or electronically), by category and including strategies, that can be used for quick and easy reference. If you choose to use a sketch note format, just capture a photo and insert for assessment purposes. Not familiar with sketch noting? It may be done electronically or by hand—either way works for me! Take a look here:

[https://docs.google.com/presentation/d/1a0TgYBEEQIMv6umZJ\\_g3KLHGOi1Vv40PHsFhjCN3LkE/edit#slide=id.g5f70fb3e7\\_096](https://docs.google.com/presentation/d/1a0TgYBEEQIMv6umZJ_g3KLHGOi1Vv40PHsFhjCN3LkE/edit#slide=id.g5f70fb3e7_096)

<b>Categories to Include in Outline:</b>	<b>You add and define/describe the practices for each here <u>or</u> in a sketch format.</b>
Phonics Instruction & Direct Instruction in Context	
Vocabulary Instruction	
Reading Comprehension Instruction in Context	
Consolidation of Literacy Learning Made Visible	
Rehearsal and Memorization Through Spaced Practice	
Collaborative Learning with Peers	

3. Now is the time to try out some of these surface learning practices. Select two from those you included in your outline above. Plan, implement, and reflect on the use. Use the same action research template we have used in previous courses. Move through each of the first three prompts during the planning phase, then the final three prompts for implementation and reflection. Focus on what you learned about the surface learning practice as a result of this study. **NOTE: WORD document of template follows in which you may type or write.**



Upload Action Research #1 –

Upload Action Research #2 –

4. What two take-aways would you share with colleagues about surface literacy learning?

1.

2.

***Be sure to save your document so that you can submit it as soon as the Blackboard course is opened.***

**Language, Literacy, and Poverty**  
**Module 8 – Chapter 3 – Deep Literacy Learning**  
**DUE OCTOBER 22**

**Introduction and Reading:**

Chapter 3 extends the discussion from surface learning to deep literacy learning. As I studied this chapter, I realized I now look at deep literacy learning a bit differently after more strategically thinking about surface learning. I am fairly certain I have missed many opportunities to move from surface to deep, especially in the ‘old days’ before Google when factual learning was the primary goal in most educational settings. But now, things are different. When we teach Google-able information, we really are missing the opportunity to grow brains, especially in terms of development of higher order thinking. I appreciated the authors’ quote of Biggs (1999) that “good teaching can influence students to take a deep approach, while poor teaching in the broadest sense can pressure students to take a surface approach.” One of the sticking points, however, is time. It takes time to go deep, and so many roadblocks can get in the way. This module will provide opportunities for examining these deep literacy learning practices carefully and trying out a few of them in a focused manner.

Again, you know which study strategies work best for you, but I found it helpful to do a quick book walk through the chapter first just to get a sense of what would be addressed. Then, I dug in with time to read, think, and reflect on each section. I encourage you to also dig deep!

Biggs, J. (1999). *Teaching for quality learning at university*. Buckingham, UK: Society for Research Into Higher Education and Open University Press.

**Module 8 – Representation of Learning**

1. Read *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*, Chapter 3, pages 71-77.

Define deep literacy learning.

Reflect on your previous understandings of deep literacy learning. What stands unchanged after this study? What shifts in thinking have occurred? What are your initial thoughts on deep acquisition vs. deep consolidation? You may write briefly, but first think deeply!

2. Read *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*, Chapter 3, pages, 76-91.

This section supports the study of deep acquisition of literacy learning. (Read this section over more than once—every time I did I learned something more or thought about this idea of deep acquisition in a different way.) Several examples are provided for consideration. As I first began to read through the lens of an early childhood teacher, I was concerned that the examples would not work with young children. As I moved deeper into the study, however, I began to see ways that a vertical study can help to inform actions of teachers of younger learners. So, try to think through this content from a theoretical standpoint, using the same accommodation strategies we want our students to use.

Define deep acquisition.

After reading, use the chart below to create an outline (or a double sketch note page—again, by hand or electronically, by category (include effect sizes) and including strategies, that can be used for quick and easy reference. If you choose to use a sketch note format, just capture a photo and insert for assessment purposes.

**Categories to Include in Outline:**

**You add practices and define/describe the practices for each here or in a sketch format.**

Concept Mapping

Discussion and Questioning

Close Reading

3. Read *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*, Chapter 3, pages, 91-104.

This section supports the study of deep consolidation of literacy learning. (Read this section over more than once—every time I did I learned something more or thought about this idea of deep acquisition in a different way.) Several examples are provided for consideration. As I first began to read through the lens of an early childhood teacher, I was concerned that the examples would not work with young children. As I moved deeper into the study, however, I began to see ways that a vertical study can help to inform actions of teachers of younger learners. So, try to think through this content from a theoretical standpoint, using the same accommodation strategies we want our students to use.

Define deep consolidation.

After reading, use the chart below to create an outline (or a double sketch note page—again, by hand or electronically) by category (with effect sizes) and including strategies, that can be used for quick and easy reference. If you choose to use a sketch note format, just capture a photo and insert for assessment purposes.

<b>Categories to Include in Outline:</b>	<b>You add practices and define/describe the practices for each here <u>or</u> in a sketch format.</b>
Metacognitive Strategies	
Reciprocal Teaching	
Feedback to the Learner	

4. What resonates with me so far in this study is how beneficial it is for the learning to be *VISIBLE* to the learner. (Good title for Hattie’s work, isn’t it!) These deep acquisition and deep consolidation strategies are all about that—facilitating students’ movement toward literacy by teaching them how to be literate and how to recognize literacy learning on a personal level.

Did you notice the effect sizes listed in the margins? Which strategies do you think can benefit your students most? How can you try these out in a very focused and strategic manner? Select one strategy from each of the two categories (deep acquisition and deep consolidation). Plan, implement, and reflect on your use of each as a focused teaching strategy. Use the same action research template we have used in previous lessons. Move through each of the first three prompts during the planning phase, then the final three prompts for implementation and reflection. Focus on what you learned about deep acquisition and deep consolidation as a result of this study. **NOTE: WORD document of template follows in which you may type or write.**

Upload Action Research #1 – Deep Acquisition

Upload Action Research #2 – Deep Consolidation

5. What two take-aways would you share with colleagues about deep acquisition and deep consolidation literacy learning?

1.

2.

***Be sure to save your document so that you can submit it as soon as the Blackboard course is opened.***

**Language, Literacy, and Poverty**  
**Module 9 – Chapter 4 – Teaching Literacy for Transfer**  
**DUE NOVEMBER 5**

**Introduction and Reading:**

This idea of visible learning becomes even more important when learning moves into the higher areas of the revised Bloom's taxonomy including apply, analyze, evaluate, and create. This transfer of literacy learning is the ultimate goal for teaching. If students are unable to transfer their learning, then, really, what is the point of instruction at all?

Chapter 4 focuses on both the importance of facilitating transfer and the means for accomplishing it. My study of this section forced me to think deeply about instructional strategies I have used recently and across my career. I think many times I have made good instructional moves that led to transfer, but I am positive that most times I did not do it intentionally. I wonder if most teachers are consistently acting with transfer as the goal.

Strategically moving deep literacy learning (Chapter 3) to transfer offers great opportunity for increasing the success of under-resourced learners and doing so with a sharper positive trajectory. Take some time to dig deep into this chapter on teaching literacy for transfer. This module will provide opportunities for exploring ways to cause transfer, and then for trying them with your students.

Again, a quick skim of the chapter in advance of my deeper study helped to prepare me for this new way of thinking. If this is a new topic for study for you, I encourage you to use the strategies that work best for you when you are assimilating and accommodating new information. Dig deep!

**Module 9 – Representation of Learning**

1. Read *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*, Chapter 4, pages 105-112.

Reflect on your previous understandings of teaching literacy for transfer. What stands unchanged after this study? What shifts in thinking have occurred? How strategically have you employed instructional strategies focused on teaching literacy for transfer? You may write briefly, but first, think



deeply!

Now think of examples from your classroom of the two types and paths of transfer. Complete the chart below or use sketch format and upload.

<b>Types of Transfer</b>	<b>List Example</b>	<b>Define/Describe</b>
Near Transfer		
Far Transfer		
<b>Paths of Transfer</b>	<b>List Example</b>	<b>Define/Describe</b>
Low-Road Hugging		
High-Road Bridging		

**2. Read *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*, Chapter 4, pages, 112-131.**

Setting the conditions for transfer of literacy learning is the role of the teacher and offers great opportunity for moving the needle of deep literacy learning. It involves teaching students to organize their conceptual knowledge and then to transform that conceptual knowledge. This section offers examples of each. After reading, use the chart below to create an outline (or a double sketch note page—again, by hand or electronically, by category (with, perhaps effect sizes) and including strategies from your toolkit, that can be used for quick and easy reference. Complete the chart below or use sketch format and upload. If you choose to use a sketch note format, just capture a photo and insert for assessment purposes.

<b>Organize Conceptual Knowledge</b>	<b>List Example</b>	<b>Define/Describe</b>
Students Identify Analogies		
Peer tutoring		
Reading Across Documents		
Problem-Solving Teaching		
<b>Transform Conceptual Knowledge</b>	<b>List Example</b>	<b>Define/Describe</b>
Socratic Seminar		
Extended Writing		
Time to Investigate and Produce		

3. Now is the time to practice teaching literacy for transfer. Which strategies do you think can benefit your students most? How can you try these out in a very focused and strategic manner? Select one strategy from each of the two categories (Organize Conceptual Knowledge and Transfer Conceptual Knowledge). Plan, implement, and reflect on your use of each as a focused teaching strategy. Use the same action research template we have used in previous studies. Move through each of the first three prompts during the planning phase, then the final three prompts for implementation and reflection. Focus on what you learned about teaching for transfer as a result of this study. **NOTE: WORD document of template follows in which you may type or write.**

The image shows a template titled "ACTION PLAN AND IMPLEMENTATION". It is divided into several sections:
 

- Identify & Explain:** Includes fields for "Identify", "Why?", "What is the problem?", and "What is the goal?".
- Plan:** A section for "Plan the action plan".
- Obstacles:** A section for "Obstacles encountered, when & how?".
- Reflections:** A section for "Reflections: How do you feel about it?".
- Timeline:** A table at the bottom with columns for "Implementation", "Reflection", "Action", "Reflection", "Action", "Reflection", "Action", "Reflection".

Upload Action Research #1 – Organize Conceptual Knowledge

Upload Action Research #2 – Transfer Conceptual Knowledge

4. Re-read *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*, Chapter 4, pages, 130-131.

There is so much to think about in the very short conclusion. The authors state, “I am a change agent.” Take a moment to consider how you, and all teachers, can serve as change agents for under-resourced learners. What does it look like in your classroom?

5. What two take-aways would you share with colleagues about teaching literacy for transfer?

1.

2.

**Be sure to save your document so that you can submit it as soon as the Blackboard course is opened.**

## Language, Literacy, and Poverty

### Module 10 – Chapter 5

#### Determining Impact, Responding When the Impact is Insufficient, and Knowing What Does Not Work

**DUE DECEMBER 2**

#### Introduction and Reading:

As I began to read Chapter 5 in my initial proof of this text as the foundation for this course, I initially thought, “Oh, no! I can’t use this text with this laser-like culminating focus on RTI (Response to Intervention). What if teachers enrolled in this course are not currently using RTI? How can I possibly expect to layer that entire method along with the other elements of this course?” But, I kept reading, and I am glad I did. I hope you will read this final chapter through several times. Each time I did, I learned something new or was prompted to think in a different way. I believe there is a lot of instruction and inspiration in these final pages.

If you are an ‘RTI teacher,’ then much of the author’s discussion will be familiar to you. If you have not had training in this methodology, try not to be overwhelmed. In this course, I hope to set up opportunities for practical application of literacy-focused strategies that respond to the data the students provide. The method I will ask you to use is far less sophisticated and formal than that of RTI, but I hope you will give it a try. If you are already using RTI, please adapt the course activities to fit into your current practices—I don’t want you to do extra work just to fit inside a box this course may have drawn for you.

#### Module 10 – Representation of Learning

##### 1. Read *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*, Chapter 5, pages 133-142.

It is great when students tell us they *enjoy* our class or lesson, but we cannot stop there. If we are to effectively reveal all hidden potential, especially in our under-resourced learners, enjoying our class is a good first step, but impact is where outcomes are measured. That is really what Hattie’s work is all about—determining real impact—and one HUGE (1.57!) source of impact is collective teacher efficacy. Use the list on page 135, to comment on your own sense of teacher efficacy. Which areas are strengths for you, and in which areas might you benefit from increased focus? Explain your responses for each.

Planning and	
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organization	
Open to new ideas	
Persistent and resilient	
Less critical of students	
Less inclined to refer	
<p>Once success criteria are in place for lessons (page 135-136), impact of learning can be measured, first with the baseline established with the preassessment, and concluding, with post-assessment data. In other words, it is very easy for teachers to calculate the effect size of class instruction. The goal of this activity is to go beyond READING about effect size, to actually practice using it to inform instruction. Most teachers probably do not have the time to do this with every activity, but there is value in knowing how to do it and seeing the impact—big or small. Really, it is teacher research in the purest form.</p> <ul style="list-style-type: none"> <li>• If you have this data at hand for a previous lesson, use the formula provided in the text and EXCEL to calculate effect size.</li> <li>• If you do not have this data at hand, plan a lesson with at least 5 students. Develop and administer the preassessment. Teach. Administer the post-assessment. Now use the resulting data and the formula provided in the text and EXCEL to calculate effect size.</li> </ul>	
<b>Describe the activity/instructional goal under study. What did you want students to learn?</b>	
<b>Results (Copy your EXCEL table here. Describe all of the details...copying table is probably easiest since no description will be needed.)</b>	
<b>What are your take-aways from this focused analysis of data? What will you continue to do? What will you do differently? Reflect deeply.</b>	
<b>2. Read <i>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</i>, Chapter 5, pages, 142- 161.</b>	
<p>After data has been collected, educators who formally work within the Response to Intervention model are expected to spring into action with <u>responses</u> to the data, focusing on areas in which insufficient impact is recorded. These same kinds of interventions are likely used by all of us, even if we have not been formally trained in RTI. Either way, read this section that gives a fairly detailed look at RTI, including types of interventions, effect size, and ways to put responses in place. As you read about the different types, think specifically about your students. Which ones have you used? Which ones are you willing to try?</p>	
<b>Identify and describe at least one RTI-type strategy that you have used. Tell how your use of the strategy aligned with that described.</b>	
<b>Tell what successes you experienced.</b>	
<b>Tell what adjustments you might make in future use.</b>	

<b>Identify and describe at least one RTI-type strategy that you have <u>not</u> used.</b>
<b>Tell how you might implement this in the future.</b>
<b>3. Read <i>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</i>, Chapter 5, pages, 142- 166.</b>
I appreciated the author’s inclusion of this discussion of what does not work. We have discussed most of these within our courses and I suspect you have done the same in your other professional conversations.
<b>Do something with this information. If your school has not had discussions about these practices, you may want to create a PowerPoint presentation that you could share with your school in a faculty meeting. Or, you could write an article or blog with your ideas around this topic. You could create a sketch note page. You may have other ideas. The goal is to represent (and share, when appropriate, this research around effect sizes for commonly-used practices. Upload your ‘something’ or a link to your ‘something.’</b>
<b>4. Read <i>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</i>, Chapter 5, pages, 166-167.</b>
Please take plenty of time to read this final section. These last 3 paragraphs are, I believe, the most important ones in this text, and especially so when viewed through the lens of our courses focused on the needs of under-resourced learners. We have centered our thinking on the resources that our students may be missing and we have considered ways to provide those resources. But now we are charged with thinking squarely about OUR impact as a teacher. This final section points to the power of the teacher...the EFFECTIVE teacher...to truly change the trajectory for learners. Teachers who understand effect sizes and who use data to drive instruction are most likely to have the greatest impact on learning and learners. What does this mean for you? For your school and district? For our profession?
<b>This final section points to the power of the teacher...the EFFECTIVE teacher...to truly change the trajectory for learners. Teachers who understand effect sizes and who use data to drive instruction are most likely to have the greatest impact on learning and learners. What does this mean for you? For your school and district? For our profession? Do you think all educators think in these terms? What might you do with this information? Reflect deeply in response to these questions.</b>

5. Throughout the course of this study you have had opportunities to read from many sources, to practice strategies, and to reflect on the impact of all. Revisit your previous submissions, particularly Modules 1-3. Note your responses to those earlier questions and think about how your view may now be more solid or more fluid.

In this final application assignment, you are encouraged to use this culmination of learning about language, literacy, and poverty to conduct and report on a case study on a single under-resourced learner or a group. You will plan and implement a series of at least 3 literacy learning lessons, including appropriate pre-assessments and post-assessments. The literacy focus may be the same in each lesson or there may be multiple topics of study. The goal is to apply the practices we have considered in a strategic way, to collect and follow the data, and to monitor impact and develop appropriate responses as a result.

You will submit a minimum of 3 action studies and one narrative document that includes these elements: Introduction [why you selected the student(s) and topic(s)], Strategies [why you selected the practices you used, including references to effect sizes], Final Reflection [what you learned from this focused literacy learning practice and how you will use this as a research-driven teacher]. **NOTE: WORD document of template follows in which you may type or write.**

Upload Action Research #1

Upload Action Research #2

Upload Action Research #3

**Narrative**

Introduction (Why did you select the students and the topics?)

Strategies (Why did you select the practices you used? Reference effect sizes.)

Final Reflection (What did you learn from this focused literacy learning practice?)

Final Reflection (How will you, as a research-driven teacher, use this work in the future?)

**Be sure to save your document so that you can submit it as soon as the Blackboard course is opened.**







