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Charleston Southern University
Graduate School of Education

Professional Development Contract Course Syllabus
EDUC 695, STEPS, Sequential Teaching of Explicit Phonics and Spelling

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The **Conceptual Model** for all education programs in the School of Education is to prepare, nurture and sustain competent, caring, and committed educators.   The **competent** educator demonstrates the knowledge, disposition and skills to create, manage, and/or supervise supportive learning environments that result in increased student achievement.   The **caring** and reflective educator relates effectively and sensitively to the diverse needs of all learners and creates a positive and productive classroom and/or school-wide learning environment through ongoing, systematic inquiry and reflection.   The **committed** educator pursues personal and professional learning experiences alone and collaboratively on an ongoing systematic basis thereby demonstrating a true commitment to the profession and to seeking the best educational practices.

I. Descriptive Information
   a. Course Title: EDUC 695, STEPS, Sequential Teaching of Explicit Phonics and Spelling
   b. Course Description and level: A study of the instructional methods and strategies for teaching explicit phonics through spelling to any age student. Major emphasis is on learning the fundamental principles of teaching explicit phonics through direct instruction. Emphasis is on philosophical principles from scientific evidence on how children best learn to read, practical application of directed and multi-sensory teaching, acquisition of English phonemes and graphemes, and the techniques for instructing diverse groups in spelling instruction and the application of the rules governing spelling and English derivations. Graduate level course.

 c. Rationale:

   The *competent* educator must have thorough knowledge base of the educational research as it applies to the teaching of reading.   This scientifically based knowledge of "what works" in reading instruction is fundamental to planning and executing effective practice in the student's classroom. This class will provide the foundational knowledge of reading research and how it applies to the teaching of reading.   Additionally, certain skill sets are critical to a teacher possessing the ability to teach reading within this framework. This class will provide the theory, demonstration, practice, feedback and coaching vital for students to gain and perfect these skills in a safe and supportive environment.

   The *caring* educator must exhibit the ability to communicate clearly about and to effectively analyze the performance of students learning to read. This class will provide teachers with the skills to use formative assessments of reading progress along a continuum of reading skills and prepare the teacher to use this data to drive decisions within the classroom to meet the diverse needs of students. Additionally, the teacher will learn to engage in reflective practice of teaching strategies and lesson delivery parameters that may be targeted for increased student learning, retention, and application in other subject areas.

The *committed* educator must possess the intrinsically motivated desire to see students excel and to continue to constantly review and revise classroom practices to maximize the learning occurring within a classroom. This course will provide opportunities for teachers to work collaboratively within the classroom and outside the confines of a specific school or district and to extend their learning beyond the time constraints of this class.

d. Intended Audience:
This class is intended for educators or parents currently involved in the teaching of reading.

e. Statement of prerequisites:
Students must possess a BA or BS from an accredited college or university.

f. Credit Awarded: 3 hours graduate credit

g. Course Meeting –
Course meets online at www.stepsreadingcenter.com.

h. Instructors -
Claudia Cordray and Monica Beebe
STEPS Reading Center, 9545 Dorchester Road, Summerville, SC 29485
Office phone: 843.875.5169   Office hours by appointment
Email: claudia.cordray@gmail.com and mbeebe@stepsreadingcenter.com

II. Course Goals and Objectives – Outline

1. Critically review scientific current research on learning to read and brain studies
2. Demonstrate mastery of   multi-sensory directed teaching techniques for handwriting of graphemes using appropriate kinesthetic and verbal clues
3. Demonstrate mastery of   multi-sensory directed teaching techniques for spelling words using appropriate kinesthetic and verbal clues
4. Demonstrate the ability to plan intervention strategies to maximize student gain in reading fluency and vocabulary development
5. Demonstrate mastery of the phonograms both for decoding and encoding
6. Demonstrate the ability to use diagnostic assessment tools to provide appropriate instruction for diverse learners
7. Participate in the collaborative online community of learners intent on reflective practice and continual improvement of teaching strategies
8. Demonstrate an understanding of research based components of the reading process and their interrelationships as related to student needs

.   Derivatives:

III. Required Text and Online Subscriptions

Beebe, Monica G. and Cordray, Claudia T., <u>Sequential Teaching of Explicit Phonics and</u>
<u>Spelling</u>. South Carolina: STEPS, Inc., 2008.

"STEPS Online Professional Development" <u>STEPS Reading Center Classes.</u> STEPS, Inc. 2008
http://www.stepsreadingcenter.com > July, 2008.

"STEPS Teacher Resources" <u>STEPS Reading Center Classes.</u> STEPS, Inc. 2008
http://www.stepsreadingcenter.com > July, 2008.

"STEPS Online Graduate Class" STEPS Reading Center Classes, STEPS, Inc. 2009
http://www.stepsreadingcenter.com > May 2009

Supplemental Readings:

Snow, Burns, and Griffin<u>. Preventing Reading Difficulties in Young Children:Commission on</u>
<u>Behavioral and Social Sciences and Education</u>. National Research Council, National Academy
Press, 1998.

Armbruster, Lehr, and Osborn<u>, Put Reading First, The Research Building Blocks for Teaching</u>
<u>Children to Read</u>. Partnership for Reading, a collaborative effort of the National Institute for Literacy,
the National Institute of Child Health and Human Development, and US Department of Education:
Washington. DC, 2001.

Bishop, Margaret M., <u>ABC's and All Their Tricks</u>. Milford, MI: Mott Media, 1986.

IV. Course Topic Outline

The primary areas of study for this course both address and are derived from elements of the three
standards (in context with their eleven performance indicators) of the School of Education's
conceptual model: ***The Competent , Caring, Committed Educator.***

    a.   Research based findings of the 5 components of effective reading instruction

    .   Implications of directed and multi-sensory teaching methods

    .   Diagnostic measures

    .   Handwriting :

        Foundations that prevent reversals and other written expression disabilities

        Basic strokes in manuscript or cursive

        Multi-sensory dictation with the phonograms to promote automaticity

        Phonemic awareness:

        Blending

         Segmenting

         Onsets and rimes

    .   Spelling:

        Learning vowels, consonants, their corresponding spelling rules

        Modeling the encoding process through dictated spelling study and the formation of the
Learning Log

        Modeling the decoding process through the multi-sensory dictation process

        Fluency:

    Sound fluency

    Blending fluency with nonsense words

    Word fluency

    Text fluency

        Suffixes

Silent E Suffix Rule
Y Suffix Rule
Plural Suffix Rule
1,1,1 Rule
2,1,1, Rule
Prefixes
The kinesthetic use of the Learning Log to make and analyze words and to determine their spelling

V. Course Sessions - topics, activities, assignments, readings
See attached course sequence

VI. Instructional Procedures –
Methods for course delivery
This is an online class.   With the aide of multi-media presentations, multiple opportunities to review, analyze, and prescribe effective teaching strategies in a supportive learning environment will be provided. Through a combination of collaborative support, multi-media modeling, and video analysis of teaching strategies, students will gain the expertise and confidence to make lasting change in their teaching repertoire.

Assignments, evaluation and grading systems (7 point scale) Grading Scale
93-100=A
90-92=B+
85-89=B
82-84=C+
77-81=C
76 and Below=F

Assessment Weights and Percentages
a. Online Professional Development   50%
b.   Learner forum sessions   25%
c.   Phonogram tests   15%
d.   Dispositions   10%

Online Professional Development   includes multiple online lessons, quizzes, and activities providing both instruction and assessment of critical instructional concepts.
Learner Forum sessions will provide opportunities to dialog with others in the class on topics of interest and pertinence to the tasks at hand.
Phonogram tests will include both an oral and a written test. See STEP 2 Benchmark.
Dispositions include the ability of the student to be a reflective practitioner intent on communicating ideas and willing to collaborate with other students and the instructor. Each student will begin with 100 disposition points. Lack of participation or effort in online sessions will result in loss of 10 disposition points per incident. Due dates for assignments will be strictly enforced.   Assignments turned in late will result in a loss of 10 disposition points for each day after the due date.
Rubrics for grading of specific assignment are included as Benchmarks.

Administrative Requirements
Ample technical support is available both from the instructor and online.   However, students are responsible for downloading the required software updates to be able to effectively participate in class.   High speed internet connection is necessary to access all the components of this class. Since public computers are available, the failure of a home computer to access assignments does not excuse the student from those assignments. Students are responsible for accessing the site from an appropriate computer.

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VII. Bibliography and Research
Alessi, Stephen M.,and Stanley R. Trollip. Multimedia for Learning: Methods and Development. Needham Heights, Massachusetts: A Pearson Education Company, 2001.

Carnine, Douglas, Jerry Silbert, Edward J.Kame'enui, and Sara G. Tarver. Direct Instruction Reading, 4th edition. Upper Saddle River, New Jersey:Pearson Education, Inc., 2004.

McCardle, Peggy, and Vinita Chhabra. The Voice of Evidence in Reading Research. Baltimore, Maryland: Paul H. Brookes Publishing Co., 2004.

National Institute of Health: National Institute of Child Health & Human Development. <http://www.nichd.nih.gov> March, 2006.

National Institute for Literacy.< http://www.nifl.gov>March, 2006.

"Teaching Children to Read" National Reading Panel, 2000
<http://nationalreadingpanel.org> March, 2006.

U. S. Department of Education: Promoting educational excellence for all Americans. <http://www.ed.gov> March, 2006.

VIII. Standards Alignment (Matrices) and Accountability (Performance Base Evidence)
attached
IX. Impact for teaching, learning, and student learning criteria (Guidelines 1-10)
attached
X. Instructor Vitae – all instructors
On file
XI. Resources:
Charleston Southern University's Library Resources and computer labs are available for student use throughout this class.
Online support is available via www.stepsreadingcenter.com