Supporting the Struggling Reader®

GRADES K–6   GRADUATE CREDIT: 3 SEMESTER HOURS

With today's higher literacy standards, struggling readers are becoming increasingly more common. Current research indicates that pulling struggling readers out of the classroom for additional support has not been successful in accelerating literacy development; in fact, the classroom educator remains a key factor for student success. With this graduate-level course, educators learn several concepts and strategies for developing literary instruction expertise so that they are better prepared to work with struggling readers in their classroom.

This course is designed for K–6 classroom teachers, lead teachers, curriculum coordinators, special education teachers, reading specialists, and subject teachers.

COURSE TOPICS

- New perspectives on struggling readers
- Factors associated with reading difficulties
- Increasing motivation
- Initial classroom assessments
- Word study
- Comprehension
- Fluency
- Writing
- Intensive expert instruction: one-on-one demonstration
- Intensive expert instruction: small-group demonstration
- High stakes assessment
- Support resources
- Multimedia and digital technologies

COURSE OUTCOMES

By the end of the course, educators will:

- Evaluate the use of writing frameworks and create a plan to create a learning environment that encourages reluctant writers to write.
- Analyze one-on-one and small-group demonstration lessons and identify aspects of them that exemplify intensive expert instruction, plan to implement intensive expert instruction.
- Evaluate their approach to preparing students for high-stakes assessment and plan scaffolded instruction to prepare students for high-stakes reading and writing assessments.
- Understand and apply Universal Design for Learning (UDL) principles to specific concepts and strategies for supporting struggling readers.
- Plan ways to collaborate effectively with support personnel, and parents.
- Plan how they will improve current instructional practices related to new literacies through the use of digital and media technologies.
- Examine beliefs and develop empathy for students who struggle with reading.
- Evaluate and implement instructional strategies for motivating struggling readers.
- Evaluate various types of assessments and use at least one with a student to assess reading level.
- Create developmentally appropriate instruction in word knowledge, comprehension, motivation, and fluency.

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

→ The print study guide:
- *Supporting the Struggling Reader*[®]

→ The DVD:
- Laureate Education, Inc. (Executive Producer). (2009*). Supporting the struggling reader*. Baltimore: Executive Producer.

→ The course textbook(s):
- Strickland, D. S., Ganske, K., & Monroe, J. K. (2002). *Supporting struggling readers and writers: Strategies for classroom intervention*, 3–6. Portland, ME: Stenhouse.

→ The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

→ Access to the online classroom for:
- Supporting the Struggling Reader[®]

→ Access to the video programs in the online classroom as well as a backup DVD:
- Laureate Education, Inc. (Executive Producer). (2009). *Supporting the struggling reader*. Baltimore: Executive Producer.

→ The course textbook(s):
- Strickland, D.S., Ganske, K., & Monroe, J.K. (2002). *Supporting struggling readers and writers: Strategies for classroom intervention*, 3–6. Portland, ME: Stenhouse.

→ Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at **www.mozilla.org**.

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EDUCATION EXPERTS

Richard Allington, Ph.D.

Dr. Richard Allington is a professor of education at the University of Tennessee. He has served as the President of the International Reading Association, as President of the National Reading Conference, and as a member of the International Reading Association Board of Directors. Dr. Allington has also been named to the IRA Reading Hall of Fame. He is author/co-author of more than 100 research articles and several books, including *Classrooms That Work: They Can All Read and Write* (co-authored with Patricia Cunningham).

Donald Bear, Ed.D.

Dr. Donald Bear is director of the E. L. Cord Foundation Center for Learning and Literacy at the University of Nevada–Reno. A preschool and elementary teacher and university professor, he extends his expertise by working in the center with children who have difficulty learning to read and write. He is the co-author of *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*.

Linda Gambrell, Ph.D.

Dr. Linda Gambrell is a professor in the Eugene T. Moore School of Education at Clemson University. She has recently served as president of the International Reading Association (2007–2008) and has received numerous accolades, including election to the Reading Hall of Fame in 2004. Dr. Gambrell's research interests are in the areas of reading comprehension strategy instruction, literacy motivation, and the role of discussion in teaching and learning. She has written books on reading instruction, including *Best Practices in Literacy Instruction*, and has published more than 100 book chapters and articles in scholarly journals.

Donald Leu, Ph.D.

Dr. Donald Leu is the John and Maria Neag Endowed Chair in Literacy and Technology and holds a joint appointment in Curriculum and Instruction and Educational Psychology at the University of Connecticut. He has authored numerous books and more than 100 research publications. Dr. Leu is the co-author of *Effective Literacy Instruction: K–8* and *Teaching With the Internet: Lessons From the Classroom*, as well as the recently published *Handbook of Research on New Literacies*.

Dorothy Strickland, Ph.D.

Dr. Dorothy Strickland is the Samuel DeWitt Proctor Professor of Education Emerita at Rutgers University. A former classroom teacher and learning disabilities specialist, her research interests are in pre-kindergarten to middle school literacy education, linguistic diversity, and intervention programs. She is a past president of both the International Reading Association (IRA) and the Reading Hall of Fame. She was the l998 recipient of the National Council of Teachers of English (NCTE) Award as Outstanding Educator in the Language Arts.. Dr. Strickland is the co-author of several books, including *Literacy Leadership in Early Childhood: The Essential Guide*, *Early Literacy: Policy and Practice in the Preschool Years*, and *Supporting Struggling Readers and Writers*.

ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.
[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.