

## Course Outcomes Guide

**Course/Program Title:** EDU-212 Processes and Acquisitions of Reading Instruction

**Date:** September 2013

**Course/Program Team:** Mary Beth Chaney

### **Expected Learning Outcomes:**

At the conclusion of the course, students will be able to:

- Explain and use the rationale for developmentally appropriate reading instruction;
- Recognize literacy processes and their patterns of development;
- Understand the science of reading through current research based practices and their connection to literacy instruction (Phonological Awareness, Phonics, Fluency, Vocabulary, Text Comprehension);
- Develop strategies for assisting children's acquisition of knowledge about print cueing systems (Visual, Semantic, Syntactic).

### **Assessment** (How do or will students demonstrate achievement of each outcome?)

The outcomes in this course are assessed two assignments that is completed throughout the semester. This assignments are cumulative assessments that use technology and Common Core Literacy standards. The first assessment is a written student reflection in which students work with young readers and analyze the developmental reading level, evaluate the strategies and problem solving skills that they use to decode, and recognize research based instruction.

Secondly, students are required to apply and create a presentation based on their knowledge of literacy strategy instruction, developmental stages/ages in which the strategy may be used, and the materials needed for lessons in the classroom.

### **Validation** (What methods have you used or will you use to validate your assessment?)

Either Jeannine Stonestreet or Louise Wine graded a sampling from each of these assignments, using my rubric, and then we have compared the results in order to validate the grading procedures.

### **Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

After analyzing the data from FA 13 and SP 14, I recognized the difficulties with recognizing what activities would be developmentally appropriate for each reading level.

### **Follow-up** (How have you used or how will you use the data to improve student learning?)

In the spring of 2014, I spent more time in discussing and viewing examples of instructional strategies used at a variety of instructional levels. We view curriculum guides, viewed classroom guided reading clips, and worked in cooperative groups to allow for more depth of understanding. These activities and discussions improved their grades tremendously in the spring of 2014.

### **Budget Justification** (What resources are necessary to improve student learning?)

Current resources are suitable