

Course Syllabus

Course:	EDZU 9033 Research Based Strategies for All Learners
Credit Hours:	3.0 credits / 45 hours
Instructor:	Laura Cafarella

Course Description

Every teacher is confronted with a wide variety of student needs within their classroom each day. In order to successfully meet the academic, social, and emotional needs of students, effective research-based strategies are an essential component of daily lesson planning. In this course, we will examine a variety of teaching strategies that benefit all students. These strategies can be applied across all grade levels and easily integrated into content area learning. Examples include strategies for improving expressive and receptive language, reading comprehension, knowledge of vocabulary, writing skills, focus during instruction, and overall classroom behavior. Students will also learn to use specific strategies relating to decoding, spelling, and math. Strategies that are discussed are appropriate for use within an RTI model. With so many strategies presented in the course, K-12 educators will find information relevant to their teaching assignments.

Course Goals

To Know

1. The steps involved in teaching and using a variety of research based strategies
2. How to utilize available resources to implement these strategies
3. How research based strategies fit into the Response to Intervention model

To Understand

1. The importance of incorporating literacy strategies across all content areas
2. That correctly using research based strategies improves student performance
3. How technology can be used to integrate these strategies into lessons

and To Be Able To

1. Identify an appropriate strategy to use based on specific student needs
2. Modify current lesson plans to include new strategies
3. Implement these strategies in your classroom to improve student learning

Course Outline

- I. Overview of research based strategies
 - a. What response to intervention is, how it looks in your school, and how it relates to the use of research based strategies
 - b. Take a close look at Marzano's essential nine strategies that increase student learning
 - c. The role teaching to multiple intelligences plays
 - d. How the use of Bloom's Taxonomy in planning encourages higher level thinking

- II. Research based language strategies
 - a. Ways to teach students with expressive and receptive language delays
 - b. Moving information from short term memory to long term memory
 - c. Strategies that encourage students to build letter-sound relationships and word solving skills
 - d. The importance of reading fluency, and age appropriate ways to develop it

- III. Research based literacy strategies
 - a. Increasing comprehension before, during and after reading
 - b. Reciprocal teaching as a multi-component reading strategy
 - c. Task analysis of writing to identify areas of need and strategies to address the needs
 - d. Discussion of literacy strategies that work and others we want to try

- IV. Research based content area strategies
 - a. Ways we can respond to information we are learning, including Combination Notes and FQR
 - b. The use of graphic organizers as a comprehension or prewriting strategy
 - c. The importance of vocabulary development, with a focus on a looping activity
 - d. Math as it relates to a math-based classroom, and as it relates to other content areas
 - e. Integration of technology into the use of research based strategies

- V. Research based behavior strategies
 - a. Students need to exhibit positive behaviors in order to learn as much as possible in the classroom
 - b. Ways to improve student behaviors through research based strategies
 - c. Improving classroom management through procedures and routines
 - d. Incorporating social skills instruction into daily content instruction

Methods of Instruction

Teachers in this course will read a variety of articles, watch videos, and study resources and visuals to gain a complete understanding of the different research based strategies that are available for use in their classrooms. After learning the new information, they will write lesson plans specific to their classroom and content area that incorporate the new strategies. Students will be asked to write reflections on various topics to demonstrate their understanding of the content and how it relates to their students. They will also engage in forums to allow them to share what they have learned with their classmates.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to earn an A in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and complete a unit plan. Participants will write a brief description of three students in their class who need additional assistance academically and/or behaviorally. They will then outline how they will incorporate new strategies into a unit they currently teach. They must give an overview of a unit that is a minimum of eight days, and explain at least one new strategy they would use each day based on the needs of their students. There must be at least two ELA strategies included in this unit.

In order to earn a B in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and complete a lesson plan. Students will give a brief description of three students in their class who need additional assistance academically and/or behaviorally. They will then outline how they will incorporate new strategies into a lesson they currently teach. They must incorporate at least two strategies, at least one of which is an ELA strategy.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Assignment

Time (in hours)

Forum- Introduction and Goal Setting- Participants introduce themselves, preview course topics, and set goals for themselves as they complete the course.

0.25

Participants research components of Response to Intervention, reflect on Rtl in their school, and place of research-based strategies within the Rtl model.

2.00

Teachers research Marzano's Essential Nine instructional strategies, look at the validity of using them, and decide which to consciously use more in their classroom.

2.50

Teachers reflect on their strongest Multiple Intelligences, and which they want to more consciously plan into their lessons. They also look at Bloom's Taxonomy and a large variety of other general strategies and consider what role they should play in their class.	2.50
Participants gain a greater understanding of how expressive and receptive language difficulties may impact their students. They apply learned ideas to specific students in their classes.	1.50
Forum- Memory Strategies- Teachers look at ways to move content from short-term to long-term memory, and engage in an open dialogue about their ideas.	1.00
Elementary and Secondary teachers reflect on a different series of questions to identify the role word solving plays in their classroom. They learn a variety of ways to include these skills for the students in their class who need them.	2.00
After learning about the importance of incorporating opportunities for students to practice their reading fluency, teachers plan ways to do so within their classroom.	2.00
Participants consider the use of reading comprehension strategies before, during, and after reading a text. They think about how a variety of strategies may complement one another within the same lesson.	2.50
After looking at separate comprehension strategies in the previous lesson, teachers consider the use of a multi-component reading strategy, reciprocal teaching. Teachers consider how they would scaffold the introduction of this strategy to their students.	2.00
Teachers consider the many aspects of writing, including spelling, the writing process and the importance of editing and revising. They comment on the role of writing in their classroom, as well as ways to address the writing problems of specific students.	2.50
Forum- Literacy Ideas- Participants engage in an open dialogue about literacy ideas they use and would like to try.	0.75
Participants look at some specific strategies for taking notes and more fully engaging students in a variety of content area learning.	2.00
Teachers will match graphic organizers to lessons they teach based on purpose and student needs. They will also reflect on their use and benefits.	2.00
Teachers will read about effective strategies for teaching vocabulary. They will then create a looping activity for use with the content they teach.	2.50
Participants will research many ways to make math more accessible to their students by looking at a variety of strategies and the importance of error analysis. They will then apply what they learned by responding to a set of questions designed for their teaching placement.	3.00
Forum- Integrating Technology- Participants learn some new ways to integrate technology, and have the opportunity to see ideas from their peers as well as ask any questions about how others may use technology in their classrooms.	1.00
Teachers will research a variety of strategies that address behavioral challenges in their classroom. They will match strategies to the needs of specific students.	2.50
Now that participants have a wide variety of instructional strategies to use, they consider the role that classroom management plays ineffectively teaching the lessons they have planned. This includes classroom rules, procedures and routines.	3.00

Teachers learn about developmental assets and the skillstreaming program, and then research and brainstorm ways they may build student character while at the same time covering the content of their course.	2.50
In this culminating assignment, participants use the variety of research based strategies they learned to plan a unit that matches strategies to the needs of their students and the lesson objectives.	5.00
Total Hours	45.00
