

Washburn University
Education Department
ED 402 Teaching Struggling Learners (Elementary Section)

Instructor: Gloria A. Dye, Ph.D.
Class: CA 203, Tuesday 2:30-4:15 p.m.
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Office Hours:
Monday 4:00 p.m.-5:00 p.m.
Tuesday/Thursday 8:30-9:30 & 10:45-11:30 a.m.
Tuesday 4:30-5:00 p.m.
Or By Appointment

Fall 2006

Course Description: This course is designed to assist the preservice teacher in understanding how to identify, assess, plan, and teach students who struggle in their learning. The struggling learner may be a student who has been diagnosed with a mild disability, has been identified as a student who has at risk characteristics or one who is struggling with learning but does not qualify for services under the Individuals with Disabilities Education Act (IDEA). Preservice teachers will survey problems that block some students from successful achievement in reading, writing, math and general learning tasks. The preservice teachers will develop the knowledge and skills necessary to assess and analyze problems and to provide appropriate instructional strategies for specific learning problems in classrooms. *Prerequisites:* Admission to teacher education. Concurrent enrollment in Language Arts Block for K-6 licensure candidates. 2 Credit Hours.

Philosophy & Dimensions of Reflection: Teachers must be critical consumers of the literature, knowledgeable about their content, and ethical decision makers. In order to respond appropriately in all professional settings, teachers must also be reflective practitioners as described in the department's conceptual framework. Students will engage in reflection on student differences, methods and materials, and the context of teaching and learning through class discussions, technology-driven presentations, and a field-based experience culminating in a case study assignment.

Diversity Proficiency:

Elements of diversity will be addressed within this course. **Knowledge construction** will occur throughout this course with a specific cultural diversity discussion and a reflective journal critique due in early October. Several of the KSDE standards which will be addressed include diversity elements. **Equitable pedagogy** as well as **prejudice reduction** will occur as students work with a struggling learner at a local school site. Each student will develop and implement a plan to address the needs of a struggling learner in his/her major area of study.

Course Objectives and Standards:

KSDE Professional Educational Standards which will be addressed in this course include:

Knowledge

3.4 The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

7.2 The educator knows how to use contextual considerations (e.g. instructional materials, individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students' experiences.

Performance

4.4.1 The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.

4.4.3 The educator constantly monitors and adjusts strategies in response to learner feedback.

8.8.2 The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students themselves.

8.8.3 The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal learning goals for learning.

10.10.5 The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Course Outcomes:

Upon completion of this course, students are expected to:

- *Identify problems which place students at risk of failure.
- *Develop a student profile for a struggling learner.
- *Understand how learning occurs for the typical learner.
- *Identify the influences of culture on learning.
- *Analyze data from informal assessment measures, observations, interviews, and products to determine strengths and challenges facing a student.
- *Discuss appropriate strategies for students who need assistance with motivation, fluency, word recognition, comprehension, problem solving, or other general tasks.
- *Develop a case study documenting appropriate assessment procedures and reflect upon appropriate strategies for the struggling learner.

GENERAL UNIVERSITY INFORMATION

Mission of the University:

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to: www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services.

Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150

Phone: 785-670-1629 or TDD 785-670-1025 E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Undergraduate Studies and Programs (CUSP):

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling,

testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Student Support

Students at times experience difficulty with issues such as studying, personal problems, time management, classes or employment. The Center for Learning and Student Success (CLASS) is available to help students with counseling, testing, learning assistance, career services, and academic advising. To discuss issues confidentially and free of charge contact:

CLASS, Morgan 122, 670-1299. www.washburn.edu/services/class

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the “mail forwarding” area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.

Spring 2006 Class Schedule

August	22	Course Overview & Requirements & Reflective Educator	
	29	Profiles of Struggling Learners Developing Profiles of Struggling Learners Discuss Case Study Assignment	(KPA Standard 1)
September	5	Informal Assessment-Assessing Strengths & Needs of the Struggling Learner Informal Assessment Measures Garfield Interest Inventory *Bring a content-focused textbook to class (either from the school where you are working or from the CRC. Be sure it is from your major area of study. Also bring a copy of the KSDE State Standards for your major area of study.)	
	12	Informal Assessment Silvaroli Informal Reading Inventory-How to Administer	(KPA Standard 6)
	19	Informal Assessment Silvaroli Informal Reading Inventory-Discussion & Analysis	
	26	Informal Assessment Running Record-How to Administer	

October	3	Informal Assessment Running Record-Discussion & Analysis *Silvaroli Informal Inventory Assignment Due
	10	Informal Assessment Burke Reading Process Survey Impact of Current Brain Research on Learning *Running Record Assignment Due
	17	Influence of Society on Learning & Cultural Influences (KPA Standard 1) *Bring to class-Cultural Diversity Journal Article Reading Reflection
	24	Planning Instruction & Adapting Instruction for Struggling Learners Examining Classroom Design & Arrangement for the Struggling Learner *Bring content-focused textbook to class & KSDE standards (KPA Standards 2 & 3)
	31	General Learning Considerations, Motivation Ideas & Strategies for Struggling Learners *Bring to class-Motivational Ideas Article Reflection (KPA, Standards 3 & 5)
November	7	Differentiated Instruction *Differentiated Instruction Article Reflection Due *Bring content-focused textbook to class & KSDE standards
	14	Prep for Exam
	21	Exam
	28	Prepare for Case Study Presentations:Final Reflections About Teaching Struggling Learners
December	5	Case Study Presentations

Course Requirements

1. All assignments are due on the dates listed on the syllabus. Late assignments result in loss of points.
2. All assignments must be typed or word-processed.
3. Please proof all of your work.
4. Please examine the assigned textbook pages prior to each class meeting.

Informal Assessment Assignment

2 @ 10 points=20 points

Administer the Garfield Interest Inventory, Silvaroli Informal Reading Inventory, Running Record and Burke Reading Process Survey to a peer, a willing-student, and a student in your Reading Block Class.

For each of the following assessments (Silvaroli-due 10/3 & Running Record-due 10/10) submit:

- A copy of the assessment administered to the student in the Reading Block Class.
- 1 page Reflective Analysis Summary. Include your results of the informal assessment, what these data mean and how this informs your teaching.
- 1 page Reflective Administration Summary. Include comments regarding problems or concerns you have about the specific instrument, how the student responded to this instrument, any adaptations you needed to make to accommodate the student, and how you would adjust your administration procedures the next time you administer this instrument to a student.

Reading Reflections

3 @ 10points=30 points

Find, read, summarize, and bring to class an article on the following topics for each of the dates listed below:

- October 17 **Cultural Diversity**
- October 31 Motivational Strategies/Ideas
- November 7 Differentiated Instruction

Write a 1-page **outline** of the article. Be prepared to **distribute a copy of this outline** to each of your colleagues and discuss with your colleagues the key elements of your article on the corresponding due date. Include the following information in your outline:

The topic selection

Journal Title,

Article Title,

Author,

Main Points, and

Conclude with a 1-paragraph reflection of how a teacher can utilize this information in their teaching and how it relates to this class.

Submit a copy of the article you read along with the outline on the due dates listed above.

Working with a Struggling Learner Case Study

25 points

Select a student (from your major area of study) who is struggling in their learning. Work with them 1 day a week for a minimum of 30 minutes per session. Prepare a complete student profile and instructional plan which includes the following elements.

Also note in the class schedule a listing of the KPA Standards. This is to help you focus on certain aspects of this project at various points throughout the semester.

Standard I Contextual Information & Learning Environment Adaptations

Student Information: Include information such as age, gender, history, socioeconomic status, ethnicity/cultural background, community, family, interests, concerns, strengths, and growth areas. See lecture info on August 29 for more details.

Standard II Learning Goals & Objectives

Target Goal: Identify one **specific goal** you selected to work on with this student and explain why. Focus on the student's area of need within your content-area. If you modify the goal during the semester, explain why and re-write the goal to address this change.

Standard III Instructional Design & Implementation

Instructional Information: Identify research-based best practices and procedures you have selected for use with this student. Explain what worked and why (based upon your observations and our class discussions)

Standard IV Demonstration of Integration of Skills

Integration Skills: Be sure to clearly detail how what you are teaching the student can be implemented and integrated in other academic and non-academic (when appropriate) settings.

Standard V Analysis of Classroom Learning Environment

Classroom Environment: Clearly describe the student's classroom environment. Explain how you communicated with & motivated the student.

Standard VI Analysis of Assessment Procedures

Assessment Data: Create **weekly charts** which monitor the progress this student is making on the goal you selected. Include any other assessment data you have collected on this student which would be pertinent.

Attach copies of all informal assessments you have conducted on the student (Garfield, Silvaroli, Running Record and Burke). Be sure to **summarize** your findings and include this in your written analysis within this section.

Analysis: Write a **thorough analysis** of how this student progressed throughout the semester. Show the growth this student made (academic, behavioral and social, when appropriate).

Standard VII Reflection & Self Evaluation

Implications: Explain and describe the impact of your decisions throughout this semester on the student's performance. Explain how this process informs your teaching. What might you do differently next time?

Reflections: Address all of your experiences with this student. Throughout the semester we will address the importance of reflection and learning from our experiences, please take time and think about this interaction with this student and explain what you and the student gained from this experience.

Documentation: Audiotape or videotape a session with your student at the beginning of your session and at the end of your session. This could be the first session after your pre-test and the last session before your post-test. Be sure to obtain permission from the parent and/or from the school. (See form)

Parent Note: Prepare a 1-page note to be given to the parent and to the teacher (if you are working through a classroom teacher). This outline should include the target goal and a brief explanation of your instruction, and your accomplishments on this goal. Be sure you also thank the parent/teacher in this correspondence for allowing you to work with the student. **Please be sure that I see this note before you give it to the parent/teacher (Note is due no later than September 19.)**

Presentation: Be prepared to formally present this case study to your peers using a Powerpoint Presentation on Tuesday, December 5.

Exam

25 points

A comprehensive exam will be administered to the class on **Tuesday, November 21**. A class on Tuesday, November 14 will assist the students in the preparation of this exam.

Grading Procedures

Total points possible for this course = 100 points

Your Points Earned

Total Points Possible = Your Grade

A= 90-100 B=80-89 C=70-79 D=60-69 F=59 or below

Attendance and Participation

Attendance and participation are critical elements to the understanding of the information presented in this class. Students are expected to come to class and participate in class discussions, assignments, and exams. Failure to do so will result in a loss of points. It is known that emergencies do occasionally arise. Students will lose no points for their first two absences. **Each absence thereafter will result in a loss of 2 points per absence. Excessive tardies may also result in a loss of points.**

Sample Permission Form

I am currently taking an education course at Washburn University and seek your permission to allow me (your name) to work with your child (indicate the length of time per week) as part of one of my class

assignments. The course is entitled, Teaching Struggling Learners, which will help me learn how to teach students who are struggling in their learning. I will make every attempt to help your child improve in the goal area we will target, but realize I may not accomplish large academic gains in (identify the content in which you will be working on with the student) by the end of the fall semester. I hope to see some (academic or note the content) progress through my instruction with (student's name). I will provide some feedback to you at the end of the semester to illustrate the work which was accomplished throughout the semester. I also seek your permission to (audiotape or videotape---select which one or both---student's name) during the instructional process. A brief segment of this tape will be shown to my peers in a brief formal presentation on December 5 in my class on the Washburn University campus. Your child's name will NOT BE USED in any part of this presentation. This tape will be part of the final presentation I must conduct that (your name) uses to explain to the ED 402 Teaching Struggling Learners class the progress made by (student's name) as part of the instructional process. This course is under the supervision of Dr. Gloria Dye, Associate Professor at Washburn University. If you have any questions please contact me (your name and contact number) or Dr. Gloria Dye at 785-670-1432 or via email at gloria.dye@washburn.edu for any additional information.

Thank you.

Your Name & Signature _____

Parent's Name & Signature _____

Date _____