SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Reader's Workshop in the Classroom (K-8)

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Reader’s Workshop in the Classroom (K-8)

Course Description

To succeed in school (and beyond), students need to be able to read and comprehend a variety of texts across disciplines. Unfortunately, not all students have the basic skill sets and strategies they need to do so. If students struggle to adopt certain skills (i.e., making connections, asking questions, inferring, summarizing, and monitoring understanding), they will most likely struggle to understand, analyze, and interpret what they read. Reader’s workshop is an excellent model for engaging students in authentic reading experiences and helping them develop lifelong reading skills.

In this course, you will reflect on and evaluate your own instructional practices to determine how a reader’s workshop model might enhance your teaching strategies. You will explore the reader’s workshop framework as a way to target specific skills and strategies students need to develop as readers. In addition, you will examine the concerns surrounding reader’s workshop so that you can address the challenges and limitations it might present.

Using the techniques and tools from this course, you will be able to conduct a successful reader’s workshop and help your students grow into passionate and confident readers.

Connections to Practice

This course provides the following classroom connections:

- Ways to enhance student reading comprehension and engagement by using various components of the reader’s workshop model (i.e. mini lesson, small group, share time)
- Strategies to enhance the reading comprehension, fluency, and vocabulary skills of all students
- Strategies for using the reader’s workshop model to assess student growth
- Access to lesson ideas and resources to help make reader’s workshop more culturally responsive
- Ways to develop and implement strategies to promote culturally responsive practices in reader’s workshop

Course Outcomes

In this course, participants will:

- Evaluate the reader’s workshop model as a tool for closing reading achievement gaps.
- Examine the components of reader’s workshop that support effective reading instruction.
- Analyze strategies to enhance students’ reading and communication skills.
- Develop ideas to bring culturally responsive practices to reader’s workshop.
- Examine and differentiate between various ways that culture and bias affect learning, teaching, and communication in reader’s workshop.
Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1e Designing Coherent Instruction

Domain 2: The Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning

Domain 3: Instruction
3c Engaging Students in Learning

Domain 4: Professional Responsibilities
4a Reflecting on Teaching

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
</tr>
</tbody>
</table>
*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

**Assessments**

**Self-Reflection and Goal Setting**

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

**Concept Practice**

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

**Discussions**

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

**Final Project**

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:
Focus Areas

Knowledge of Course Content

Does Not Meet Expectations (1 point)

- Project relates incomplete or incorrect information about course concepts.
- The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.

Partially Meets Expectations (3 points)

- Project relates superficial information about course concepts.
- The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.

Meets Expectations (4 points)

- Project relates clear information about course concepts.
- The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.

Exceeds Expectations (5 points)

- Project relates detailed and thorough information about course concepts.
- The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.

Alignment of Student Outcomes

Project's alignment to course learning outcomes is unclear or absent.

Project aligns with 1–2 course learning outcomes.

Project aligns with 2–3 course learning outcomes.

Project aligns with 3–5 course learning outcomes.

Course Outline

Module 1

Reading is an essential skill that every child needs in today's society. It is a lifelong skill for every person, and it is important for all students to enjoy what they are reading. Unfortunately, many students in today's schools are discouraged or frustrated with reading because they lack confidence or have not found topics they are passionate about. But with a thoughtful teacher, knowledge of both literacy strategies and individual children's development, continuous assessments, and plans for a variety of literacy activities, a successful reader’s workshop is possible.

This module will introduce you to the three components of the reader’s workshop model: mini lesson, independent reading and conferring, and share time. You will examine how all three work together to create a space in which students learn to take ownership, value certain skills, and reflect frequently on their learning. In addition, you will explore the benefits of and concerns about the reader’s workshop and its effect on students’ reading development. Eventually, you will evaluate your own practices and take on a variety of roles to help you plan for a variety of literacy activities and assessments.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:
• Evaluate the benefits and challenges of the reader’s workshop model and its effect on student reading comprehension and fluency skills.
• Examine the reader’s workshop framework and the roles of the teacher to facilitate best practices.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

• **Self-Reflection and Goal Setting Activity**: in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.

• **Introductory Forum**: in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.

• **Module 1 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

• **Module 1 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

**Module 2**

Examining the components of reader’s workshop model is only the first step to effectively implementing the model in the classroom. To apply the reader’s workshop successfully, you must also consider the culturally responsive aspects that will support your inclusive workshop. Increasingly, teachers across the United States are teaching reading to diverse, heterogeneous groups of students within the same classroom space. Today, practitioners and researchers seek to identify what constitutes inclusion in reading instruction.

In this module, you will discover just how much of an effect a culturally responsive reader’s workshop has on students and their reading experiences. You will explore ways that students can interact informally around diverse texts, enhance their competency with reading skills and strategies, and provide rich opportunities for interactive, multivoiced interpretations of texts. In the end, you will be able to provide equitable and culturally responsive experiences for all students.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

• Explain the aspects of a culturally responsive reader’s workshop that contribute to an inclusive classroom environment.

• Propose ways to effectively design an inclusive reader’s workshop environment to set up students for an equitable learning experience.

• Create student-centered learning activities to promote culturally responsive practices in the reader’s workshop.
**Agenda**

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

- **Module 2 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

- **Final Project:** For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

- **Course Evaluation Survey**

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**Technology Requirements**

Please review the [System Requirements for Moodle](#).

**Netiquette Policy**

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.

- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.

- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.

- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

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**Compliance With the Americans With Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.
Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

*Plagiarize:* “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (*Webster’s new collegiate dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

*Cheating:* Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References


Pioneer Valley Educational Press. (2020, February 5). *Guided writing: Learning about the main idea and key details [Video]*. YouTube.


Steps for recording and teaching a guided reading lesson. (n.d.).

Stringfellow, L. (2019). *Sustaining readers through culturally responsive literacy instruction*.

Tinkergarten. (n.d.). *23 books with black protagonists by black authors all kids should read*.

Tolentino Teaching. (2020, August 1). *Culturally relevant pedagogy: Cultural competence [Video]*. YouTube.


Student achievement is at the core of everything we do.

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