College of Education – Desired Outcomes – Graduate

**Morally Responsible Professionals in a Social/Political Democracy**

Outcomes for other Advanced (Teaching) and Other Educational Professionals (January 2008):

*The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes. Therefore, by the time UNK students complete their education program, they will:*

**Demonstrate Knowledge of:**

(Ka) subject area content (advanced teaching); central concepts and structure of the specific field (professional knowledge).

(Kb) purposes of schooling and professional practice in a diverse and democratic society.

(Kc) concepts of data collection, assessment, and evaluation of data to enhance learning for all learners within specific area of specialization.

(Kd) tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.

**Demonstrate Skills to:**

(Sa) collect and analyze data within specific area of specialization to guide the planning and implementation of specialization specific methodology to enhance learning of all learners.

(Sb) utilize technology appropriate to area of specialization to deliver instruction and manage information.

**Demonstrate Dispositions of:**

(Da) collaboration: Demonstrates ability to work productively with others to facilitate positive influences on decision-making affecting learning of all learners in professional settings.

(Db) reflection: Demonstrates ability to independently evaluate impact of instruction/treatment (intervention)/ or management decisions on the welfare of those served.

(Dc) responsibility: Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and advocacy at individual and systemic levels to foster learning for all in a democratic and diverse society.
Diversity and Global Perspectives

Demographic indicators tell us that student populations are increasingly diverse during the first decade of the 21st century. We perceive this increase in diversity as a benefit, not a disadvantage. Therefore, educators must have an understanding of diversity and the roles various cultures may play in contemporary classrooms. To be exemplary participants in the democratic process, educators and schools must assume the commitment to having a comprehensive and inclusive vision of education for all children.

Central to our professional educational programs is the belief that all students can be successful learners. Their success will depend on the educator’s skill in recognizing and understanding individual learning styles and in understanding how cultural perspectives and lifestyle experiences impact learning. This understanding must reach beyond historical information. It must seek actively to negate stereotypes as it moves toward full inclusion of all learners.

Educators must recognize and work toward both quality and equality in public education. They must be skilled in the creation of learning environments that provide a variety of appropriate learning tasks for all students, that reflect respect for all, and that encourage collective responsibility. These skills enable educators to participate fully in a global society. In turn, educators having these skills will facilitate their students’ sharing in the richness offered through living and working in the world community without borders.

Accordingly, the faculty of the College of Education at the University of Nebraska at Kearney will facilitate the personal and professional development of its graduates through the constant analysis of curricula and materials to prepare them to learn to avoid discriminatory practices and other injurious behaviors. We believe, therefore, that graduates of the University of Nebraska at Kearney will have the necessary preparation to deal effectively and positively with issues of diversity throughout their careers.

Professional Commitment and Dispositions

Public education is the single unifying institution charged with the transmission of our American heritage and with the preparation of the young for life in our social political democracy. Through their continuing covenant to providing quality education for all, regardless of background or heritage, the public schools help to ensure that young people receive ethical guidance and have access to the knowledge and to the intellectual, technological and social skills needed for productive living in a democratic society. Accordingly, the professional education at the University of Nebraska at Kearney reflects an enduring commitment to high quality public education.

This firm commitment to public education is rooted in a core set of beliefs that define the American democratic experience. The prized values of liberty, equality, and justice give character and dignity to our society. These attributes of the American people are incorporated in the Constitution of the United States and underscore the importance of the individual and the need to protect and nurture diversity. The faculty of the College of Education at the University of Nebraska at Kearney affirms both its belief in our nation’s basic democratic values and its intention to prepare professionals who will uphold and promote those dispositions in the public schools and communities.

While asserting devotion to long-accepted American democratic values and to an enduring commitment to public education, the faculty of the College of Education is cognizant of the nature and pace of change in American society. The information explosion, the increasing use of and dependency on technology, changing demographics limited resources present complex challenges for public education. Accordingly, the aims of the professional education programs at the University of Nebraska at Kearney are to prepare (1) educators who are lifelong learners; (2) educators who value reflection as a powerful tool for purposeful change; (3) educators who base practice on knowledge and skills and make decisions through collaboration; and (4) educators who are compassionate, caring, and just. To ensure these aims, the College of Education faculty is committed to ongoing assessment and evaluation of its graduates and programs.

Information Technology

As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data storage, and how to connect to others outside the community. Technology and its many applications have provided the means to accomplish this global connection. As a result, it has become imperative that educational professionals embrace technological advances and master the nuances.

Educators recognize the importance of technological literacy and the capabilities of technology to facilitate learning and connect students to the larger world. Instructional technologies and applications impact the dissemination of information, inform professional practice and enhance services for students. Thus, it is important for professional educators be conversant with a variety of instructional technologies and their applications and be able to be reflective and discriminating in embracing and mastering appropriate instructional technologies. Not only must professional educators be able to integrate technology with teaching strategies and curriculum design, they must be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, the professional education programs in the College of Education at the University of Nebraska at Kearney aim to prepare educators who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.
TE 854
READING IN THE CONTENT AREAS

GENERAL DESCRIPTION

This is a course intended for pre-service and in-service teachers. The main focus is upon teaching students how to read and comprehend content area materials, especially textual materials. The course will emphasize the following: word identification and comprehension, vocabulary and concept development and study skills.

PROGRAM FOCUS

This is a three credit course for teachers in elementary, secondary and special education.

RELEVANCE TO THE COLLEGE OF EDUCATION

The course is philosophically based on the principles presented for the College of Education. That is, all students can learn to read. Teachers need to know how to teach reading in a supportive learning environment. Educators should provide an opportunity for students to learn in an environment free from discrimination and injurious actions. Successful completion of this course will meet the overall goals of the College that require knowledge of appropriate teaching methodology.

COURSE GOALS

1. To develop an awareness of the importance of the reading abilities necessary for success in the various content areas. (Ka)
2. To develop methodology necessary for fusing the teaching of content and reading. (Sa, Sb)

OBJECTIVES

1. To develop an understanding of the reading process. (Ka)
2. To recognize the importance of reading in content areas. (Ka)
3. To develop teaching processes for fusing the teaching of reading and content. (Ka)
4. To understand the importance of word identification, decoding and vocabulary development. (Ka)
5. To understand the importance of comprehension. (Ka)
6. To understand the importance of study skills (Ka)
7. To learn and develop techniques for improving reading within content areas. (Ka)
8. To learn and develop techniques for assisting all students in the reading of content materials. (Kb, Kc, Sa)
9. To acquire the ability to evaluate the difficulty levels of content materials. (Sa)
10. To gain a knowledge of the specific demands on readers within specific content areas. (Sa, Db)
11. To gain a knowledge of classroom management and grouping techniques. (Sa, Db)
ORGANIZATIONAL FORMAT

The class will be organized around small group discussion, large group discussion, lecture, reflection, and use of the computer.

Required Text:

Vacca, R.T., Jo Anne L. Vacca & Maryann Mraz (2011) Content Area Reading 10th Ed. Boston: Allyn and Bacon


REFERENCE LIST: SELECTED SOURCES


Topics

1. Learners, Literacies and Text
2. Instructional Practices and Strategies
3. Differentiated Instructional Strategies

Assignments

Introduction (30 pts)
Content Literacy Survey (25 pts)
Making Connections (25 pts)
Personal Learning Goals (25 pts)
Reading Next (25 pts)
Discussion group entries in Blackboard--on going (20 per weekly assignment for a total 280 pts)

Objectives 20 points
National, state and/or local standards – 20 points
Vocabulary Strategies (list 2) - 20 points
Before reading strategies (list 2) 20 points
During reading strategies (list 2) - 20 points
After reading strategies (list 2) - 20 points
Writing strategies (list 2) – 20 points
Text set - 20 points
Webliography - 20 points
Instructional sequence – 100 points (See Course Documents in BB for a description of this assignment)
Differentiation Assignment -100 points
Assessment/Evaluation – 20 points

Tell Me Something I Don’t Know –20 points for each entry for a total of 100 pts. This assignment will be due at the end of week 3, 6, 9, 12 and 15.

Your final grade will be determined from the projects and other assigned activities. Rubrics will be developed for evaluating the projects and assignments.

When numerical grades are appropriate the following grading scale will be used:

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\begin{align*}
100 - 93 &= A & 93 - 90 &= A- \\
90 - 87 &= B+ & 87 - 83 &= B & 83 - 80 &= B- \\
80 - 77 &= C+ & 77 - 73 &= C & 73 - 70 &= C- \\
70 - 67 &= D+ & 67 - 63 &= D & 63 - 60 &= D- \\
>60 &= F
\end{align*}
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<tr>
<th>Date</th>
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| Week 1     | **Jan. 7-13**  
Complete the Introductory Activities                                                                                                                 |
| Week 2     | **Jan. 14-20**  
Chapter 1 Literacy Matters – Vacca - Marz Text  
Chapter 1 Introduction Chapman - King Text                                                                 |
| Week 3     | **Jan. 21-27**  
Chapter 5-Planning Instruction for Content Literacy - Vacca - Marz Text  
Chapter 2-Creating a Climate to Motivate Readers: Learn to Read With Me - Chapman – King Text |
| Week 4     | **Jan. 28-Feb. 3**  
Chapter 6-Activating Prior Knowledge and Interest Vacca - Marz  
Chapter 3-Knowing and Assessing the Reader - Chapman – King Text                                                                 |
| Week 5     | **Feb. 4-10**  
Chapter 7-Guiding Reading Comprehension – Vacca - Marz Text  
Chapter 4-Differentiated Models and Strategies of Reading - Chapman – King Text                                                                 |
| Week 6     | **Feb. 11-17**  
Chapter 10-Studying Text – Vacca - Marz Text  
Chapter 7-Comprehension and Flexible Grouping - Chapman – King Text                                                                 |
| Week 7     | **Feb. 18-24**  
Chapter 8-Developing Vocabulary and Concepts – Vacca - Marz Text                                                                                     |
| Week 8     | **Feb. 2-March 3**  
Chapter 5-Vocabulary – Chapman – King Text                                                                                                          |
| Week 9     | **March 4-10**  
Chapter 9-Writing Across the Curriculum Vacca – Marz Text                                                                                           |
| Week 10    | **March 11-17**  
Chapter 11-Learning with Trade Books  Vacca – Marz Text                                                                                             |
| Week 11    | **March 18-24**  
Spring Break - No new assignment this week                                                                                                           |
| Week 12    | **March 25-31**  
Chapter 2-Learning With New Literacies  Vacca – Marz Text                                                                                           |
| Week 13    | **April 1-7**  
Chapter 4-Assessing Students and Texts  Vacca – Marz Text                                                                                           |
| Week 14    | **April 8-14**  
Chapter 6-The Art of Decoding - Chapman – King Text                                                                                                 |
| Week 15    | **April 15-21**  
Chapter 3-Culturally Responsive Teaching in Diverse Classrooms  Vacca – Marz Text  
Chapter 8-Planning - Chapman – King Text                                                                                                           |
| Week 16    | **April 22-28**  
Work on Final Project  
Chapter 12 – Literacy Coaching – Vacca – Marz Text                                                                                             |
| Week 17    | **April 29-May 2**  
Final Week – All projects are due by Thursday, May 1st.                                                                                               |