

University Mission

To create a diverse and collaborative community of learners dedicated to the development of students' knowledge, values and skills for successful lives of leadership, scholarship, and service.



HSE at a Glance...

Boldly responding to the ever-evolving needs of the field, the School of Education is passionate about nurturing a lifelong love of learning while challenging students to find their own voice through creative thought and reflection.

**COURSE TITLE: EDUC 6073
Adult Education: STudent Achievement in Reading (STAR)**

PART I. COURSE DETAILS

A. Course Co-sponsor: ABE Teaching and Learning Advancement System (ATLAS)

B. Instructor: Margaret (Marn) Frank, Literacy & STAR Coordinator
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Work Address: ATLAS/SLTL, Hamline University
MS-A1790, 1536 Hewitt Avenue
St. Paul, MN 55104-1284
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St. Paul, MN 55105

C. Contact Person: Same

D. Number of semester credits: 3 (42+ contact/training hours)

E. Target Audience: Adult Basic Education (ABE) administrators and teachers

F. Course Specifics:

STAR Institute I (2 days)
September 17, 2015, 9:00am-3:30pm
September 18, 2015, 9:00am-3:30pm
STAR Institute II (2 days)
November 19, 2015, 9:00am-3:30pm
November 20, 2015, 9:00am-3:30pm

STAR Institute III (1 day)
February 12, 2016, 9:00am-3:30pm
STAR Institute IV (2 days)
April 14, 2016, 9:00am-3:30pm
April 15, 2016, 9:00am-3:30pm

Location: Eisenhower Conference Center, Room 233, Hopkins, MN

PART II. COURSE INFORMATION

A. Course Description:

This course is designed around STudent Achievement in Reading (STAR), a comprehensive, professional development package supported by the Office of Vocational and Adult Education (or OVAE - now called the Office of Career and Technical Adult Education or OCTAE) and directed by Project STAR experts and Kratos Learning staff. Minnesota ABE has been involved as an active STAR partner state since 2008 and the instructor is a certified state and national STAR trainer.

The target population of STAR is adult readers testing at the National Reporting System (NRS) Low and High Intermediate Basic Education levels (GLE 4.0-5.9 and 6.0-8.9, respectively) - the largest and most complex group of ABE students across the nation. Participation in four STAR Institutes and ongoing technical assistance (TA) activities will result in implementation of evidence-based structures and practices proven successful to increase their reading achievement.

B. Hamline University Shared Vision of the Mission:

Promote Equity in Schools and Society

Participants will plan and implement managed enrollment structures, diagnostic reading assessment processes, and evidence-based reading instruction (EBRI) – all proven to increase reading achievement. This is connected to the mission of ABE: “to provide adults with educational opportunities to acquire and improve their literacy skills necessary to become self-sufficient and to participate effectively as productive workers, family members, and citizens.”

Build Communities of Teachers and Learners

Participant teams will develop a series of action plans to establish and enforce managed enrollment structures, conduct and use diagnostic reading assessment in all four reading components, and ultimately, organize a reading instructional routine based on students’ assessed strengths and needs. Participating teachers will develop three explicit lesson plans for alphabets or vocabulary, fluency, and comprehension instruction. All action and lesson plans will be reviewed and supported by the instructor.

Construct Knowledge

Participants will improve knowledge of the four components of reading, how they are interrelated, administration of diagnostic reading assessments, and how to use assessment results to identify students’ strengths and needs, prioritize reading instruction, and organize reading instructional routines. They will have access to ongoing TA and additional print and web-based resources to support knowledge and skill acquisition.

Practice Thoughtful Inquiry and Reflection

Participants will work within a supportive and collaborative environment to gain knowledge and skills, frequently share rewards, challenges, and solutions, and make a difference for a large and complex group of adult readers. Along the continuum of STAR implementation, they will have many opportunities to ask questions, discuss training content, interact with peers, self-reflect, and team problem-solve.

C. Course Outcomes:

Upon completion of this course, participants will have:

- Learned about the four reading components and their interrelationships
- Learned about the five key elements of EBRI
- Administered diagnostic reading assessments in all four components to eligible STAR students
- Interpreted assessment results and identified STAR students’ strengths and needs
- Planned and taught alphabets skills *explicitly* to STAR students
- Planned and taught vocabulary skills *explicitly* to STAR students
- Planned and taught fluency skills *explicitly* to STAR students

- Planned and taught comprehension strategies *explicitly* to STAR students
- Organized an evidence-based reading instructional routine for STAR students
- Viewed the alignment of STAR content and practices with a set of CCRS Reading Standards: Foundational Skills and ELA/Literacy Reading Anchors.
- Reflected upon their STAR experiences and determined next steps

D. Processes

Participants will learn through:

1. Reading and presentation about STAR, the four reading components, the five EBRI practices, the purposes and processes of diagnostic reading assessment, explicit instruction for alphabets, vocabulary, fluency, and comprehension, and organizing instructional routines.
2. Reading and discussion of research evidence regarding connections between managed enrollment structures, attendance policies, diagnostic reading assessment, explicit instruction, and instructional routines.
3. Practice with conduction of diagnostic reading assessment and interpretation of results to prioritize, plan, and deliver STAR instruction.
4. Collaboration with program colleagues to develop and implement five action and three lesson plans.
5. Provision of TA from certified STAR trainers, new and continuing STAR participants, and access to the online STAR Toolkit and ATLAS website.
6. Reflection upon STAR experiences: rewards, successes, challenges, solutions, and next steps.

E. Course Outline

Training Dates	MN STAR 16 Syllabus	Due Dates
Before STAR I	Preview STAR Toolkit: Overview, Planning, Assessment sections	9/16/15
9/17/15-9/18/15	Attend and participate at STAR I: STAR, EBRI, and conducting diagnostic reading assessments	
	<ol style="list-style-type: none"> 1. Develop a Team action plan to establish managed enrollment structures and attendance policies to support evidence-based reading instruction (EBRI) and STAR class(es) (Assignment 1) 2. Develop a Team action plan to conduct diagnostic reading assessments with potential STAR students to determine their strengths and needs (Assignment 2) 	10/30/15
	<ol style="list-style-type: none"> 3. Conduct diagnostic reading assessments and complete Reader Profiles according to action plan (bring samples to STAR II) 4. Review STAR Toolkit as needed; preview Instruction section for alphabets and vocabulary 	11/18/15
11/19/15-11/20/15	Attend and participate at STAR II: evidence-based and explicit alphabets and vocabulary instruction	
	<ol style="list-style-type: none"> 5. Develop a Team action plan to deliver evidence-based alphabets AND vocabulary instruction (Assignment 3) 6. Develop a Teacher lesson plan for explicit alphabets OR vocabulary instruction (Assignment 4) 	12/23/15 or by 1/8/16

	7. Incorporate alphabets and vocabulary instruction into STAR class(es) according to action plan 8. Review STAR Toolkit as needed; preview Instruction section for fluency	2/11/16
2/12/16	Attend and participate at STAR III: evidence-based and explicit fluency instruction	
	9. Develop a Team action plan to incorporate evidence-based fluency groups with alphabets and vocabulary instruction (Assignment 5) 10. Develop a Teacher lesson plan for explicit fluency instruction (Assignment 6)	3/25/16
	11. Incorporate fluency groups into STAR class(es) according to action plan 12. Review STAR Toolkit as needed; preview Instruction section for comprehension	4/13/16
4/14/16- 4/15/16	Attend and fully participate at STAR IV: evidence-based and explicit comprehension strategy instruction and reading instructional routines	
	13. Develop a Team action plan to organize a STAR instructional routine for alphabets, fluency, vocabulary, and comprehension according to Reader Profiles and a Class List (Assignment 7) 14. Develop a Teacher lesson plan for explicit comprehension strategy instruction (Assignment 8)	5/26/16
	15. Organize and incorporate an evidence-based, STAR instructional routine according to action plan 16. Review STAR Toolkit and Next Steps for successful and sustained STAR implementation	6/30/16 or into FY 17

PART III. COURSE ASSIGNMENTS AND EVALUATION

Assignments

- Attendance at and participation in four STAR Institutes 40%
- Team action plan for establishing managed enrollment structures 5%
- Team action plan for conducting diagnostic reading assessments 5%
- Team action plan for delivering alphabets and vocabulary instruction 5%
- Team action plan for delivering fluency instruction 5%
- Team action plan for organizing a reading routine 5%
- Teacher lesson plan for explicit alphabets or vocabulary instruction 5%
- Teacher lesson plan for explicit fluency instruction 5%
- Teacher lesson plan for explicit comprehension instruction 5%
- Final Reflection paper about STAR experiences 20%

TOTAL 100%

Action and lesson plans and the final reflection paper are to be submitted as an email attachment to the instructor and received by midnight of the due date to receive full credit. An email message will be sent acknowledging receipt of each assignment.

Evaluation

There is no exam for this class. Grades will be determined by STAR Institute attendance records, observation participation, and instructor rating of team action plans and teacher lesson plans using the 5-scale rubric below. The final paper will be pass/fail.

5=all guiding questions were addressed clearly (see Assignment Details)

4=most guiding questions were addressed clearly

3=some guiding questions were addressed clearly

2=few guiding questions were addressed clearly

1=no guiding questions were addressed clearly

Criteria for grading:

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and below

PART IV. RESOURCES

Assorted research-based, assessment, and instructional resources recommended or developed by Project STAR experts or Kratos Learning staff at www.startoolkit.org

Assorted research-based publications from the Literacy Information Network Communication System (LINCS) at <http://lincs.ed.gov/publications/publications.html>

Assorted assessment and instructional resources created or recommended by MN STAR participants and reviewed by the STAR Coordinator at <http://www.atlasABE.org>

Bader, L. A. (2005, 2009, 2013). BADER Reading and Language Inventory, 5th, 6th, & 7th Eds. Columbus, OH: Pearson, Merrill/Prentice Hall.

Davidson-Bruce Word Meaning Test (WMT)

Retrieved from http://lincs.ed.gov/readingprofiles/MC_Word_Meaning.htm

Quick and Easy Adult Reading Assessments

Retrieved from http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm

Sylvia Greene's Informal Word Analysis Inventory

Retrieved from http://lincs.ed.gov/readingprofiles/MC_Word_Analysis.htm

Word Reading Test (WRT) from the Quick Adult Reading Inventory

Retrieved from http://lincs.ed.gov/readingprofiles/MC_Word_Recognition.htm

PART V. POLICY STATEMENTS

Disabilities: Hamline University School of Education does not discriminate on the basis of disability in the recruitment and admissions of students, the recruitment, and employment of faculty and staff, and the operations of any of its programs and activities, as specified by the federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination during the first week of class.

“Hamline University complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The university provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Services at 651-523-2740 during the first week of class.”

Academic Dishonesty: Students are encouraged to become familiar with the university's policy on academic integrity (see student handbook). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct: Expectations for behavior in this class accord with the Code of Student Conduct. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Office of Student Services to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

Cell Phones and Laptop: Students should turn off cell phones when they are in class. This means vibrate as well as ring modes. Also, there should be no texting during class. Laptops and cell phones may be used in class for taking notes and for engaging in learning activities for the course.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the School of Education collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Attendance/Drop Policy: If you are unable to complete this course, you must withdraw from it by the drop deadline. Withdrawing from this course is a formal procedure that you must initiate. Instructors cannot do it for you. Please discuss this decision with your instructor before taking action. If you stop attending and do not withdraw, you will receive a performance grade, usually an 'F'.

Student Attendance Policies and Religious Holiday Observance: Attendance policies at Hamline University are established by each of the five respective academic units: the College of Liberal Arts, the School of Education, the Graduate School of Liberal Studies, the School of Business, and the School of Law. However, Hamline University acknowledges that students follow many different religious faiths and practices, which occasionally require that students need to miss classes for holidays on dates when the university remains open.

The university makes every reasonable effort to allow students to observe religious holidays without academic penalty while recognizing that accommodations should not create an undue interference with the student's participation in a course. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with an opportunity to pursue a reasonable alternative to complete such academic responsibilities and requirements.

Students who plan to miss class must:

1. Inform instructor in writing of anticipated absences at the beginning of the course;
2. Meet with instructors to arrange a plan to complete the student's academic responsibilities for the course, including the rescheduling of any missed coursework, assignments or examinations; and
3. Obtain class notes from other students.

Students who have properly notified their instructors will be offered an opportunity to make up the work, without penalty, in a manner that is consistent with the attendance policy of the academic unit and is convenient to both students and faculty. To the extent possible, faculty should try to avoid scheduling examinations or deadlines on dates that conflict with religious holidays.

All university offices and units should make every effort to schedule major events at times that do not conflict with major religious observances and that may inadvertently exclude the participation of some members of the campus community.

*****The instructor reserves the right to change, revise, modify, or delete any portion of this syllabus*****

ASSIGNMENT DETAILS

Assignment 1: Team action plan to establish managed enrollment structures and attendance policies to support STAR classes or instruction

Instructions: Meet together and address the following questions in your action plan:

1. What existing ABE/ESL/GED classes will be your “pool” of potential STAR students?
 2. How long will your STAR classes be (1-3 hours)?
 3. How often will your STAR classes meet (1-5 days)?
 4. How long will your STAR sessions be (3-12 weeks)?
 5. How often will STAR students be expected to attend (60%-100%)?
 6. How will you enforce your attendance policies?
 7. How often will new students join STAR classes? Will you have a waiting list?
 8. What open enrollment class alternatives will you offer while STAR students wait?
 9. How will you explain managed enrollment structures and attendance policies to STAR students?
 10. How will you “tag” STAR classes or students in the MABE or MARCS database systems?
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Assignment 2: Team action plan to conduct diagnostic reading assessments with potential STAR students to determine their strengths and needs

Instructions: Meet together and address the following questions in your action plan:

1. How will ABE/ESL/GED students be selected for diagnostic reading assessment?
 2. Which diagnostic reading assessments will you use? (list tests)
 3. Who will conduct diagnostic reading assessment (teachers, support staff, volunteers)?
 4. When will they occur?
 5. Where will they occur?
 6. How will you organize diagnostic reading assessment materials?
 7. How will you share results with students?
 8. What process and staffing will you need to sustain diagnostic reading assessment?
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Assignment 3: Team action plan to plan and deliver evidence-based alphabetic and vocabulary instruction to assessed STAR students

Instructions: Meet together and address the following questions in your action plan:

1. How will STAR students be selected for alphabetic and vocabulary instructional groups?
2. What will STAR students *not needing* alphabetic or vocabulary instruction do?
3. Which alphabetic patterns (compounds, syllabication, affixes, or roots) will you teach?
4. What vocabulary tiers (Tier 2 or combined Tier 1 and 2 words) will you teach?
5. When will you offer alphabetic instruction? For how long?
6. Who will teach alphabetic?
7. When will you offer vocabulary instruction? For how long?
8. Who will teach vocabulary?
9. What recommended alphabetic and vocabulary materials will you use? (list titles)
10. What recommended alphabetic and vocabulary materials do you need to purchase? (list titles)

Assignment 4: Teacher lesson plan for explicit alphabetics OR vocabulary instruction

Instructions: Consider and address the following questions in your lesson plan:

Grouping: How will you use diagnostic reading assessment results to form an alphabetics or vocabulary group?

Purpose: Which ONE intermediate/advanced alphabetics pattern (compounds, syllable type, syllable rule, prefix, suffix, or root) or ONE set of Tier 2 words will you teach?

Materials: What published or teacher-made materials will you use?

Explanation: What will **you tell** students about the purpose (why or value) and process (how) of alphabetics or vocabulary instruction?

Modeling: What is your “I” step? What will **you do and say** to model or demonstrate the ONE alphabetics pattern or set of Tier 2 words?

Guided Practice: What is your “We” step? What will **students do with you** to practice the ONE alphabetics pattern or set of Tier 2 words?

Application: What is your “You” step? What will **students do independently** to apply the ONE alphabetics pattern or set of Tier 2 words?

Monitoring: How will **you check** on progress or mastery of the taught alphabetics pattern or set of 3-5 Tier 2 words?

Assignment 5: Team action plan to incorporate evidence-based fluency groups with alphabetics and vocabulary instruction

Instructions: Meet together and address the following questions in your action plan:

1. How will STAR students be selected for fluency instructional groups?
 2. How many fluency groups can you manage?
 3. What will STAR students *not needing* fluency instruction do?
 4. Which fluency dimensions will you focus on (accuracy, rate/prosody, or all three)?
 5. What fluency techniques (collaborative oral reading, repeated reading, echo reading, or marked phrase boundaries) will you use?
 6. When will you offer fluency instruction? For how long?
 7. Who will teach fluency groups (teachers, support staff, volunteers)?
 8. What recommended materials will you use or do you need to purchase? (list titles)
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Assignment 6: Teacher lesson plan for explicit fluency instruction

Instructions: Consider and address each of the following in your lesson plan:

Grouping: How will you use diagnostic reading assessment results to form fluency groups?

Purpose: Which ONE fluency technique (collaborative oral reading, repeated reading, echo reading, or marked phrase boundaries) will you teach?

Materials: What published or teacher-made materials will you use?

Explanation: What will **you tell** students about the purpose (why or value) and process (how) of fluency instruction?

Modeling: What is your “I” step? What will **you do and say** to model or demonstrate the ONE fluency technique? What level of material will you use?

Guided Practice: What is your “We” step? What will **students do with you** to practice the ONE fluency technique? What level of material will you use?

Application: What is your “You” step? What will **students do independently** to apply the ONE fluency skill? What level of material will you use?

Monitoring: How will **you check** on progress or mastery of fluency skills?

Assignment 7: Team action plan to organize a STAR instructional routine according to Reader Profiles and a Class List

Instructions: Meet together and address the following in your action plan:

1. How long are (or will) your STAR classes (be) (*intensity*: 1-3 hours)?*
2. How often do (or will) your STAR classes meet (*frequency*: 1-5 days)?*
3. How long are (or will) your STAR sessions (be) (*duration*: 3-12 weeks)?*
4. How often do (or will) new students join STAR classes? (every 4, 6, 8, or 9 weeks)?*
5. How do (or will) you use Reader Profiles and/or a Class List to group students according to needs and priorities?
6. What is (or will be) your weekly or daily STAR instructional routine? *Specifically*, when and for how long do (or will) you teach alphabets, fluency, vocabulary, and comprehension?
7. What do (or will) STAR students not needing one (or more) of the four components work on?
8. How do (or will) STAR students exit STAR classes?

*These questions are repeated because September action plans steps often change during the year of STAR training.

Assignment 8: Teacher lesson plan for explicit comprehension strategy instruction

Instructions: Consider and address each of the following in your lesson plan:

Grouping: How will you use diagnostic reading assessment results to form comprehension groups?

Purpose: Which ONE comprehension strategy (questioning, summarizing, KWL, graphic organizers, fix-ups, text marking) will you teach?

Materials: What published or teacher-made materials will you use?

Explanation: What will **you tell** students about the purpose (why or value) and process (how) of the ONE comprehension strategy?

Modeling: What is your “I” step? What will **you do and say** to model or demonstrate the ONE comprehension strategy? What level of material will you use?

Guided Practice: What is your “We” step? What will **students do with you** to practice the ONE comprehension strategy? What level of material will you use?

Application: What is your “You” step? What will **students do independently** to apply the ONE comprehension strategy? What level of material will you use?

Monitoring: How will **you check** on progress or mastery of taught comprehension strategies?

Reflection Paper

Instructions: Write a 3-5 page reflection paper (double-spaced, font size 12) about your STAR 16 experience. Consider and address each of the following five questions in your paper:

1. What was the greatest reward or success of your STAR 16 experience? What made it so rewarding or successful?
2. What was the greatest challenge of your STAR 16 experience? What factors made it difficult or problematic?
3. How did you solve this challenge? What supports were most helpful to you in deciding the best possible solution(s) and next steps?
4. What did you learn about yourself as a reading teacher and your students as readers from your STAR 16 experience?
5. What is your plan for sustaining and/or expanding the STAR Model into your next ABE program year?

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