Friends University

Clerestory Learning Professional Development Series:
Foundations & Frameworks Basic Course

Credits

3 Graduate Credits

Course Description

The Foundations & Frameworks Basic Course examines effective reading instruction with an emphasis on reading comprehension. (While related topics, such as phonemic awareness and phonics, will be briefly explored, the major emphasis is on teaching the thinking necessary for deep comprehension.) The course explores multiple strategies and a roadmap for sequencing them effectively. Participants should expect an in-depth study of reading comprehension, the thinking that promotes it, and the teaching that develops it.

Topics include effective skill instruction (including an introduction to the Architecture of Learning Skill Blueprint), reading comprehension, visual tools, collaborative comprehension, vocabulary, and assessment.

An optional class session devoted to content area reading is included.

Rationale

Effective reading teachers possess knowledge, understanding, and skill in helping students develop the high levels of cognitive functioning required for deep text comprehension. Foundations & Frameworks equips teachers with the pedagogical knowledge and strategies to effectively teach such thinking.

Intended Audience

Educators at all levels and disciplines in which reading instruction is emphasized.

Instructor Information

Kevin D. Washburn holds an Ed.D. in Educational Leadership with an emphasis in Instruction and Curriculum, an M.A. in Elementary Education, a B.S. in English, and a B.S. in Elementary Education. His experience as a teacher in elementary through college level classrooms and leadership positions in curriculum and instruction combine with his penchant for reading and research in both educational and scientific areas to uncover important implications for learning. He is the creator of the Architecture of Learning instructional design model and author of its training program, which he has used with hundreds of teachers now implementing the model. Dr. Washburn is also the co-author of Foundations & Frameworks, an instructional reading program used by schools across the country, and the creator of the Writer's Stylus instructional writing program and the lead author of all its training and instructional materials. He is a member of the International Mind, Brain & Education Society and the Learning & the Brain Society.

Prerequisites

An acceptable undergraduate degree (e.g., a bachelor's degree in education) that would qualify the student for entry into a graduate education program.

See Assignments for pre-course reading prerequisites.

Learning Goals

Knowledge of:
- six "foundational" assertions that establish a rationale for the priority of reading instruction
- a thorough definition of reading comprehension and the details related to its major elements
- the traits of effective reading comprehension instruction
- the roles attention, curiosity, visual processing, chunking, engagement, and pattern recognition play in reading comprehension
- the principles and content of effective small group interactions
- the definitional, contextual, and conceptual components of word knowledge
- the developmental range of reading fluency
- the characteristics of content area text that add to reading comprehension challenges

Understandings:
- the relationship of working memory processes to reading comprehension
- the relationship of visual processing (via visual tools), pattern recognition, and reading comprehension
- the relationship of questioning to student thinking and response
- the relationship of vocabulary knowledge and reading comprehension
- the relationship between initial word exposure and mastery of new vocabulary
- the relationship of modeling in skill instruction to findings from neurocognitive research on how the brain learns
- the relationship of instructional scope and instructional flow to instructional materials, both teacher and student
- the relationship of visual tools to specific content area text structures

Applications:
- present thorough skill instruction, including skill definition and steps, modeling skill use, student sorting and labeling of skill steps, and initial guided practice with feedback
- model reading comprehension skills via skill introduction and definition, explicit thought process explanation, visual tool introduction and connection to comprehension thought process, and demonstration of the comprehension skill use and visual tool development via a read-aloud text
- use of tools, such as SPECS Logs, to promote student reading comprehension and preparation for collaborative comprehension within collaborative comprehension interactions
- strategies to promote thinking and student-to-student interaction
- a 4-step approach to planning collaborative comprehension interactions
- use a thorough and effective instructional process for vocabulary learning

- use effective activities for the practice and review of new vocabulary
- use of "intellectual art" activities for collaborative comprehension interactions based on a complete text
- use of formative assessment and instructional feedback to support, redirect, and challenge students in their application of comprehension skills
- develop assessments that align with instruction based on learning, including skill knowledge, skill application, and transfer of comprehension skill
- use of tools, such as descriptive rubrics, in instruction, feedback, and summative assessment
- pre- and post-reading strategies that increase content area reading comprehension

Required Texts

- *Foundations & Frameworks Basic Training Course Book* (order through Make Way for Books: mwfbooks.com; 888-622-6932)

- *Foundations & Frameworks Toolbox* (order through Make Way for Books: mwfbooks.com; 888-622-6932)

- *The Architecture of Learning: Designing Instruction for the Learning Brain* by Kevin D. Washburn, Ed.D. This text is available from Amazon (paperback 9780984345908 and Kindle ASIN: B004M8S4MM), Barnes & Noble (Nook - BN ID: 2940012516503), and Make Way for Books (paperback 9780984345908).

Work Submission and Grading

Grades awarded will be *A*, *B*, *C*, *I*, or *F*. It is expected that ALL student work will reflect high standards and a high degree of effort on the part of the learner.

All post-class work must be submitted as directed below. Grading will be based on the following:

1. **Completion of all Assignments**, Discussion Board, and Quizzes via Moodle (30% of the final grade).

2. **Submission of an original**, complete unit plan (20% of the final grade). Specifically, an outline of the unit and detailed plans for each activity in the unit.

   Both the outline and detailed explanation must be submitted via the Architecture of Learning Drafting Table online tool (http://architectureoflearning.com/drafting-table). Detailed plans for each activity should be typed right into the Blueprint cells and not submitted as separate documents. In the NOTES section at the top of the Blueprint, include the following: "Submitted for Graduate Credit," Your Name, Your E-mail Address. When the Blueprint is complete, click the SHARE button at the bottom of the page and type in the email address: kevin_washburn@friends.edu.

   Additional details on this assignment will be provided via the class sessions and assignment links posted on Moodle.

3. **Submission of 3 original**, collaborative comprehension sessions (20% of final grade). Additional details on this assignment and templates for use will be provided via the class sessions and assignment links in Moodle.

4. **Submission of an original**, complete vocabulary introduction (20% of final grade). Additional details on this assignment and templates for use will be provided via the class sessions and assignment links in Moodle.

5. **Submission of an original**, skill performance assessment (10% of final grade). Additional details on this assignment will be provided via the class sessions and assignment links in Moodle.

All submissions **must be original work, created and completed by the student**. All materials must be submitted **by 5:00 PM (central) on the course completion date**.

Course Policies

- **Participants must attend all class sessions** (i.e., watch all posted videos) and participate actively via all activities detailed on the course Moodle page

- **Participants must complete all assignments** and submit them as directed (see Work Submission & Grading)

Instructor Contact Information

Kevin D. Washburn, Ed.D.
Clerestory Learning
150 Hampton Lake Drive
Pelham, AL 35124
kevin_washburn@friends.edu

References

See exhaustive lists in course materials posted.