

Course Description

EPI0004 | The Teaching & Learning Process | 3.00 credits

The teacher candidate will learn the formal philosophies of education: perennialism, essentialism, progressivism, and reconstructionism, and their application to the P-12 teaching and learning process. The teacher candidate will develop a substantive understanding of the six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, select and administer appropriate assessments, and analyze data to inform reading instruction. Reading competencies 1 and 3, fifteen hours of clinical experience are required for successful completion of this course.

Course Competencies

Competency 1: Explain the principles of learning theories, formal philosophies of education, and their application to the teaching of reading by:

1. Discuss how these philosophies are implemented in the classroom
2. Analyze, in the field setting, the processes of thinking, acquiring or constructing knowledge, the nature of meaning, and problem-solving as they relate to formal educational philosophies
3. Expand the personal philosophy statement to include integration of new learning theories within a real-world context
4. Identify the principles of motivational theory, including behavioral, humanistic, social learning, and cognitive approaches
5. Synthesize personal philosophy with an understanding of the science of reading
6. Revise personal philosophy to reflect new understandings of evidence-based reading instruction

Competency 2: Develop a substantive understanding of the code-based skills in reading by:

1. Describe how students' oral language development (phonology, morphology, syntax, semantics, and pragmatics) relates to language comprehension
2. Contrast differences between student wellness and academic language
3. Recognize that writing enhances oral language development and promotes comprehension through discussion and interpretation
4. Recognize that variation in students' oral language exposure requires differentiated instruction, including evidence-based practices for those with reading difficulties and characteristics of dyslexia
5. Recognize the importance of English learners' home languages and their influence on learning to read English
6. Distinguish between phonological awareness (rhymes, words, syllables, rimes) and phonemic awareness (phonemes), understanding they develop independently
7. Discuss the role of phonemic awareness in developing decoding skills leading to independent reading
8. Practice evidence-based and multimodal strategies to develop phonemic awareness (e.g., Elkonin boxes, magnetic letters)
9. Explain how phonological variations across dialects and speech patterns affect reading and language development
10. Recognize how phonological differences affect written and oral language development
11. Discuss how evidence-based phonics instruction improves phonemic awareness and decoding skills
12. Practice evidence-based phonemic awareness instruction for English learners
13. Explain the structure of English orthography and the rules that inform single and multisyllabic word reading
14. Explain grapheme-phoneme patterns and their connection to spelling and written expression
15. Explain structural analysis and morphology of words
16. Recognize that evidence-based spelling and writing practices enhance phonics instruction and connect reading and writing

17. Recognize English learners' home language as a foundation for developing phonics in English
18. Explain that reading fluency components—accuracy, rate, and prosody—impact comprehension
19. Explain that effective readers adjust their reading rate according to text type and purpose
20. Recognize how automaticity and oral reading fluency influence comprehension
21. Recognize that independent readers self-monitor and self-correct to enhance fluency and comprehension
22. Discuss that reading fluency and endurance require daily supported practice with corrective feedback
23. Identify characteristics of students with reading difficulties, including dyslexia, and their effects on language and fluency
24. Understand the role of oral language, phonological awareness, phonics, and fluency assessments in informing instruction

Competency 3: Develop a substantive understanding of the knowledge-based skills in reading by:

1. Identify the role and impact of receptive and expressive vocabulary on comprehension
2. Explain morphology (morphemes, inflectional and derivational forms) and contextual analysis in vocabulary development
3. Identify explicit, systematic, and sequential evidence-based practices for vocabulary growth (e.g., figurative language, semantic mapping)
4. Discuss the importance of teaching high-frequency, multiple-meaning, and domain-specific vocabulary
5. Apply evidence-based reading and writing practices to enhance vocabulary
6. Provide a classroom environment supporting wide reading of print and digital texts
7. Practice strategies that develop authentic English use for English learners to learn academic vocabulary
8. Demonstrate how oral language and written experiences support comprehension
9. Practice evidence-based comprehension strategies (e.g., summarizing, student-generated questions)
10. Recognize text demands that influence comprehension, including domain-specific content
11. Plan daily purposeful reading opportunities with discussion and feedback to build comprehension capacity
12. Recognize how reader characteristics, motivation, and text complexity impact engagement and comprehension
13. Plan and document daily connected-text reading with corrective feedback
14. Explain cognitive targets (locate/recall, integrate/interpret, critique/evaluate) and their role in meaning-making
15. Recognize reading as meaning construction from varied texts and purposes
16. Recognize that effective comprehension relies on higher-order thinking processes and self-monitoring
17. Apply evidence-based practices to improve comprehension for all students, including those with reading difficulties
18. Recognize how English learners' linguistic backgrounds influence comprehension
19. Identify phonemic, semantic, and syntactic variability between English and other languages
20. Practice evidence-based strategies to develop metacognitive reading skills (e.g., text coding, two-column notes)
21. Recognize interdependence among reading components and their effects on reading as a process
22. Apply evidence-based practices for selecting literature appropriate to students' age, interests, and proficiency
23. Describe relationships among decoding, automatic word recognition, fluency, and comprehension
24. Identify sequential, evidence-based practices linking graphophonemics, syntax, semantics, and vocabulary for comprehension
25. Distinguish characteristics of students with reading difficulties and how they affect comprehension and vocabulary
26. Engage and support caregivers in evidence-based reading activities for children and adolescents
27. Communicate assessment results effectively with students, caregivers, and colleagues
28. Use assessment data to make instructional decisions based on student strengths and needs

Competency 4: Understand the use of formal and informal assessments in the reading process by:

1. Apply measurement concepts to identify students' reading strengths and needs
2. Administer formative and summative assessments, understanding their purposes and functions
3. Use informal assessments across reading components to identify learning needs
4. Discuss purposes and interpretations of formal assessments, including norm- and criterion-referenced tools
5. Explain test reliability, validity, and measurement error, and interpret derived scores
6. Demonstrate knowledge of quantitative and qualitative reading assessments to plan instruction
7. Identify characteristics of students with substantial reading deficiencies, including dyslexia
8. Understand the range of reading disabilities and when to refer for additional evaluation
9. Interpret standardized diagnostic results from educational professionals
10. Use data to differentiate instruction and intensify interventions for students with reading challenges
11. Analyze assessment data trends to monitor reading progress
12. Select appropriate assessments and accommodations for progress monitoring
13. Administer language-appropriate assessments for English learners and modify as needed
14. Apply accommodations specified in IEPs or 504 plans when assessing students with disabilities
15. Review results with families and share strategies