

Utah State Office of Education Reading Endorsement Course Framework

Requirement: **Literacy Research (3)**
Revision Date: **2015**

The intent of this framework is (1) to ensure a level of consistency statewide among all institutions providing courses for the Reading Endorsement, and (2) to provide criteria for reviewing and approving coursework from out-of-state submitted to meet this requirement. This framework should be used as the basis for curricular and instructional planning for the required area named above.

Course Description

This course is designed to increase an educator’s competency in accessing and using consumer level research with a critical lens. Participants will examine the various types of research methodologies, engage in reviews of research and aligned decision making while practicing the ethical use of research.

Prerequisites: Level 1 Reading Endorsement; Level 1, 2, or 3 Utah Teacher Certification

Note: Course must be instructed by an instructor who possesses a doctorate degree

IRA Standards for Reading Professionals (2010) to be addressed in this course

STANDARD 1: FOUNDATIONAL KNOWLEDGE

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

Element 1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

Element 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

STANDARD 2: CURRICULUM AND INSTRUCTION

Candidates use instructional approaches, materials, and an integrated, comprehensive,

balanced curriculum to support student learning in reading and writing.

Element 2.1 — Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

Element 2.2 — Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading– writing connections.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility

Element 6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

Element 6.4 Candidates understand and influence local, state, or national policy decisions.

Participant Objectives

As a result of this course, participants will:

- Evaluate literacy research for instructional decision making in educational contexts. (1.1., 1.2, 1.3)
- Become competent critical consumers of literacy research. (1.1, 1.2, 1.3)
- Demonstrate a thoughtful and ethical stance toward the scholarship of the profession. (1.3)
- Understand the difference between whether a practice or program is research based or based on research. (1.1, 1.2)
- Become familiar with and understand the purpose of different research methodologies in literacy. (1.1, 1.2)
- Become competent in locating, interpreting and using empirical literacy research results, research reviews and meta-analyses. (2.1., 2.2, 6.2)
- Understand the influence of research in local, state, and national educational policies that affect literacy instruction. (6.4)

Required Course Topics

1. What is research?
 2. Types of research methodologies.
 3. Using research findings thoughtfully and ethically.
 4. Making curriculum and policy decision based on the findings of literacy research.
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Suggested Assignments

This suggested assignments section is provided to give instructors a sense of the type, length, and depth of assignments appropriate for this class and is not to be viewed as a required list or as a complete list of assignments.

- Examine and adapting a currently implemented literacy practice or program in your local setting through the lens of literacy research findings. Write a one-page letter to leadership recommending necessary decisions and changes grounded in research and the constraints of local educational contexts.
- Write an executive brief for legislators to use when considering changes to or enacting educational policies and laws affecting literacy curriculum, instruction and assessment.
- Lead discussions (power point synopsis) using one or more assigned studies that exemplifies one or more of the literacy research methodologies
 - Analyze these studies against quality criteria in the textbook chapters for this type of research (Literacy Research Methodologies, Duke & Mallette, 2011).

Core Text

Duke, N.K., & Mallette, M.H. (2011). *Literacy research methodologies, 2nd edition*. New York: Guilford Press.

Suggested Resources

Stanovich, K., & Stanovich, P. (2003). *Using research and reason in education: How teachers can use scientifically-based research to make curricular decisions*. Washington, D.C.: U.S. Department of Education – Partnership for Reading.

Stanovich, K., & Stanovich, P. (2003). *What is scientifically based research? Using research and reason in education. A Guide for Teachers*. Washington, D.C.: U.S. Department of Education