



BAKER COLLEGE

STUDENT LEARNING OUTCOMES

EDU3210 Theories and Principles of Reading Instruction
3 Semester Hours

Student Learning Outcomes and Enabling Objectives

1. Interpret various types of assessment measures including both formal and informal assessments (InTASC: 6, 7)
 - a. Explore appropriate uses of such assessments including appropriate assessments for ELL students.
 - b. Make instructional decisions that include research-based strategies, technology applications, and attention to learning style.
 - c. Analyze a spelling assessment.
 - d. Analyze a piece of writing on a rubric.
 - e. Analyze authentic assessments.
 2. Construct approaches to developmental reading instruction that demonstrate the interactive connection between reading, writing, listening, and speaking, with specific adaptations for working with ELL students. (InTASC: 1, 2)
 - a. Create lessons for identified student groups based on developmental literacy level.
 - b. Infuse phonics-based instruction into lesson plans as needed and appropriate
 - c. Infuse comprehension strategies into lesson plans as needed and appropriate
 - d. Infuse spelling patterns instruction into lesson plans as needed and appropriate
 - e. Differentiate instructional approaches as needed for identified student groups.
 3. Implement the stages of the writing process. (InTASC: 4, 5)
 - a. Engage a student in the stages of the writing process.
 - b. Reflect on the stages of the writing process.
 4. Demonstrate intentional selection of materials and strategies based on the intended outcomes and individual student population. (InTASC: 8)
 - a. Prepare teaching strategies for individual differences and learning styles, diverse populations (including ELL learners), and cooperative group work.
 - b. Identify the need for intentional selection of teaching materials according to the purposes for reading within a lesson.
 - c. Select teaching materials that will align with the outcomes of a lesson.
 - d. Explain the selection of materials with the goal of success for all students.
 5. Infuse, where appropriate, technological applications during reading and writing instruction. (InTASC: 3, 5)
 6. Demonstrate effective oral and written communication skills with students, parents, and colleagues. (InTASC: 10)
 - a. Write parent letters displaying sensitivity and detail about student need.
 7. Explain the importance of staying current in the field of education. (InTASC: 9)
 - a. Explain the importance of keeping current as new research-based strategies become available.
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These SLOs are not approved for experiential credit.

Effective: Fall 2017