**EDU 279**

**Module Two Assignments**

**Lab**

**Classroom Observation**

Observe reading instruction in an elementary classroom or by video if a live experience is not available. Specifically observe how cultural, linguistic, and intellectual diversity is handled within literacy instruction. Note the teacher’s leadership and the students’ response to any differentiation. Suggested observation period of 2 - 3 hours. *Use the Journal Assignment below to assist students in reflecting on the observation.*

**Video Training**

Complete The Iris Center’s learning module entitled “RTI (Part 1): An Overview” <https://iris.peabody.vanderbilt.edu/module/rti03-reading/>) to learn about the differences between the IQ-achievement discrepancy model and the RTI approach. It also offers a brief overview of each tier in the RTI model and explains its benefits.” This module is expected to take approximately 1 hour to complete. For more information about the module, visit the Module Outline at <https://iris.peabody.vanderbilt.edu/wpcontent/uploads/pdf_module_outlines/rti01_overview.pdf#content>.

*Students should submit the wrap-up questions as proof of completion, and this can also be used as a graded lab assignment.*

Complete The Iris Center’s learning module titled “RTI (Part 3): Reading Instruction” (<https://iris.peabody.vanderbilt.edu/module/rti03-reading/>) to learn about the “different research-based reading strategies that may be used with the Response to Intervention model to improve reading skills.” This module is expected to take approximately 1.5 hours to complete. For more information about the module, visit the Module Outline at <https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/rti03_reading.pdf#content>.

*Students should submit the wrap-up questions as proof of completion, and this can also be used as a graded lab assignment.*

**Lab Assignments:**

**Journal Assignment**

Reflect on your classroom observation and answer the following:

1. In what ways did the teacher honor the diverse cultures, languages, and background experiences of students?
2. What instructional practices or strategies did the teacher use to support struggling readers and writers?
3. How did the teacher provide additional challenges for your strongest readers and writers within the grade-level curriculum?
4. How did the teacher differentiate instruction (for example, through grouping or learning tasks)?
5. How did the teacher use support personnel to enhance learning and help individual students?
6. How did students respond to any differentiation or interventions applied?

**Module Wrap Up Questions**

Assessment Questions for the online modules can be graded and used as part of the lab grade.

**Course / Lecture Assignments**

**Discussion Assignment**:

See the course resources for detailed, general directions and a grading rubric for discussion boards. You can insert the prompt(s) you wish to use into the general template.

Option One:

For this discussion, consider what teachers can do to create a culturally and linguistically inclusive environment. After reading the article “Creating a Welcoming Environment” (<http://www.readingrockets.org/article/creating-welcoming-classroom-environment>) answer the following in your original thread:

1. What were your favorite three tips from the article?
2. Add at least three original ideas to the list of previously stated ideas from the article.
3. What do you think may be one of the biggest challenges in creating a welcoming classroom environment for ELL students?
   1. Why is this a challenge?
   2. What can you do to try to address this challenge?
4. What assistance do you hope to have from others to help achieve this welcoming environment?
   1. Who might provide the assistance?
   2. What assistance/resources might they provide?

Option Two:

For this discussion, reflect on the diversity you experienced in your own education. Answer the following questions in your original post:

1. How important was literacy and school achievement in your family, community, and culture when you were growing up?
   1. For what reasons or purposes was literacy valued?
   2. How did your home experiences with literacy influence your school achievement?
   3. How might your own experiences impact your teaching?
2. Think about your own parents’ involvement in school life when you were in school.
   1. What roles were parents expected to assume by the school?
   2. As a teacher, how can you improve parent involvement?
3. Reflect on your own childhood experiences with verbal and nonverbal classroom communication.
   1. How did your teachers respond to children’s cultural and linguistic differences?
   2. What effect, if any, did teachers’ communication have on your own language?
   3. How might you respond differently in your own classrooms today?

**Module Assignments:**

Option One:

Inclusive Literacy Instruction Toolkit

Build on the ideas you fostered through this module’s discussion board to create a comprehensive toolkit. You may use ideas from the discussion board (if it is not your own idea, please cite your sources) and all Reading Rocket website resources. Many are shared in the module reading and resource list.

Create a document that includes the following sections and contents:

1. Types of Diversity
   1. List names and definitions of the distinct types of diversity you will encounter in the classroom
2. Welcoming Environment
   1. Five Tips on creating a welcoming environment
   2. Add a sketch of a classroom or reading area that incorporates some of your favorite tips
3. Best Practices
   1. What is your legal and ethical obligation to provide literacy education to all students? Think IDEA
   2. Tips for best practices for including all students and families in the classroom. Identify and discuss steps that teachers can take to involve diverse students’ families in the school’s literacy efforts.
   3. Best practices for literacy instruction for children with exceptionalities
4. Adaptations
   1. Identify and describe at least five instructional activities that create opportunities for students to interact with peers about what they are reading.
   2. Adaptations for sharing literature with students
   3. Differentiation ideas for literacy instruction
5. Resources (Material and Human)
   1. How to best utilize other professionals and volunteers to assist with literacy education for all
   2. Classroom materials to facilitate literacy education for all

Grading:

Section 1 and 2 are worth 10 points each for a total of 20 points

Sections 3,4, and 5 are worth 25 points each for a total of 75 points

College-level writing is worth 5 points

Option Two:

Video Reflections

Watch the video vignettes (30 minutes total) entitled “Becoming Bilingual”

<https://www.readingrockets.org/launching/bilingual>

There are 9 total sections to the video. Under each section heading, write a short 2-3 sentence summary of each section.

Finally, conclude with your own summary of takeaways from viewing this documentary.

Each of the 10 sections are worth 10 points each for a total of 100 points.