

### **Course Description**

#### **EPI0004 | The Teaching & Learning Process | 3.00 credits**

The student will learn the philosophies of major educational theorists and the application to the P-12 teaching and learning process. The student will learn to develop lessons which include tier-based instruction, strategies for enrichment and differentiation, as well as differentiated and alternative assessments. The student will learn to develop his/her own philosophy of education. Ten hours of clinical experience are required. Prerequisites: EPI0002.

### **Course Competencies**

**Competency 1:** The student will explain the principles of learning theories, the formal philosophies of education, and their application to the teaching and learning process by:

1. Identifying the formal philosophies of education: Perennialism, Essentialism, Progressivism, and Reconstructionism
2. Discussing how these philosophies are implemented in the classroom
3. Analyzing, in the field setting, the processes of thinking, acquiring or constructing knowledge, the nature of meaning, and problem solving as it relates to the formal philosophies
4. Expanding the personal philosophy statement to include integration of new learning theories in a real-world context
5. Identifying the principles of motivational theory including the behavioral, humanistic, social learning, and cognitive approaches

**Competency 2:** The student will recognize the six components of reading as it relates to educational philosophy by:

1. Developing a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary
2. Understanding that building oral and written language facilitates comprehension
3. Understanding and describing the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language"
4. Understanding and discussing the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity)
5. Understanding and summarizing how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement
6. Understanding and defining reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes
7. Understanding and explaining the reading demands posed by domain specific texts
8. Understanding and stating that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting
9. Understanding and discussing how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language
10. Understanding and differentiating between social and academic language
11. Understanding that writing enhances the development of oral language
12. Recognizing and summarizing the importance of English language learners home languages, and their significance for learning to read English
13. Recognizing and explaining the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes)
14. Recognizing and clarifying that writing, in conjunction with phonological awareness, enhances reading development
15. Understanding and interpreting how similarities and differences in sound production between English and other languages affect English language learners' reading development in English

16. Understanding and indicating the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs
17. Understanding and stating that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages
18. Understanding and using sound-spelling patterns and phonics (grapheme-phoneme correspondence rules)
19. Understanding and describing how both oral language and writing can be used to enhance phonics instruction
20. Understanding and stating that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension
21. Understanding and defining the relationships among fluency, word recognition, and comprehension
22. Understanding and summarizing the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts
23. Understanding morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis)
24. Identifying principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.)
25. Understanding and identifying the domain specific vocabulary demands of academic language
26. Understanding that writing can be used to enhance vocabulary instruction
27. Identifying phonemic, semantic, and syntactic variability between English and other languages

**Competency 3:** The student will understand the use of formal and informal assessments in the reading process by:

1. Modifying instruction to respond to the individualized needs of students
2. Relating the subject matter being taught in an inter- disciplinary manner with other subjects
3. Identifying instructional strategies which are computer-based and utilize formal and informal assessment strategies
4. Identifying differentiated assessments which accommodate various learning styles and the need for remediation and enrichment
5. Identifying gaps in students' subject matter knowledge through on-going progress monitoring
6. Utilizing and interpreting formal and informal assessments in the reading process
7. Selecting and aligning formative and summative assessments that match learning objectives with individualized learning needs
8. Understanding the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports
9. Understanding the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests
10. Demonstrating knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis, and outcome measures)
11. Identifying appropriate assessments and accommodations for monitoring reading progress of all students
12. Identifying and implementing appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading

**Competency 4:** The student will explore best practices that align instruction and curriculum with assessments by:

1. Utilizing a protocol to provide immediate and individualized feedback to students to promote increased student achievement
2. Stating the importance of sharing student assessment data with the student and the student's families

**Competency 5:** The student will align formal education philosophies with the systematic nature of reading by:

1. Synthesizing their personal philosophy with their understanding of the principles of reading
2. Revising their personal philosophy to reflect new understandings of reading

**Learning Outcomes:**

- Communicate effectively using listening, speaking, reading, and writing skills
- Create strategies that can be used to fulfill personal, civic, and social responsibilities
- Describe how natural systems function and recognize the impact of humans on the environment