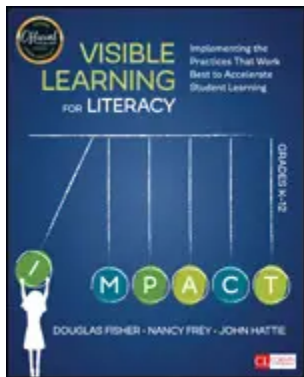


Education 751 (3 credits)  
Reading Research  
UW-Stevens Point  
Spring 2024  
Mary Jo Lechner, Ed.D. [mlechner@uwsp.edu](mailto:mlechner@uwsp.edu)

**Course Description**

Reading Research is a course designed to engage educational leaders in being critical consumers of literacy-focused educational research. Educational leaders must stay abreast of current research and how it impacts the instructional practices. By nature, each research study contributes a morsel to the breadth of research. It is the accumulation of this research that presents a path to increase learning outcomes. Therefore, in this course, we investigate the interplay between research and pedagogical practices. Furthermore, participants will take on a leadership role, advocating for research-based practices to make systematic shifts, increase the expertise of practitioners, as well as the learning outcomes for students.

**Required Text**



Fisher, D., Frey, N., & Hattie, J. A. (2016). *Visible learning for literacy: Implementing the practices that work best to accelerate student learning: Grades K-12*. Thousand Oaks (California): Corwin.

OR

Fisher, D., Frey, N., & Hattie, J.A. (2017). *Teaching Literacy in the Visible Learning Classroom, Grades K-5*. Thousands Oaks (California): Corwin.

OR

Fisher, D., Frey, N., Hattie, J.A, and Thayre, M. (2017). *Teaching Literacy in the Visible Learning Classroom, Grades 6-12*. Thousands Oaks (California): Corwin.

**Essential Questions**

- What are the essential understandings to guide the critical analysis of research and translate research into practice?
- What are trends in research?
- How do “morsels” of research compile to present a pathway to increase learning outcomes?
- How does one effectively advocate for research-based practices that will increase the learning outcomes for students?

## Learning Outcomes

Working through the lens of a Reading Specialist (17 license) or literacy leader, the course activities will focus on building the knowledge, skills, and dispositions to:

- Become knowledgeable about educational research methodologies (quantitative and qualitative), the contributions of literacy scholars to the literacy research base, and gain a historical perspective of literacy research.
- Consume research in an analytical way, assessing the methodology and limitations, and making informed pedagogical decisions.
- Advocate for research-based practices by translating the breadth of research that urges practitioners to utilize or abandon a particular instructional practice.

Assignment	Description & Purpose	Points
Collaborative Interactions/ Discussion Posts  (Modules 1, 2, 3, 4 & 5)	The purpose of the Discussion posts is to provide students with multiple opportunities to reflect on the course texts and engage collaboratively in the process of making pedagogical decisions based on research.	10 points each (50 points total)
Module 1 Reflection	The module one reflection spurs participants to articulate their current understandings as consumers of reading research and establish a critical mindset for reviewing reading research.	10 points
Module 2 Research Article Summary	The purpose of this assignment is to engage the student in reading peer reviewed articles. Each student will select and summarize a study that is literacy-focused. Participants will demonstrate their understanding of the methodology, findings, and	10 points

	potential implications for the field of literacy education.	
Module 3 Literature Review & Synthesis of a Literacy Pedagogical Practice	<p>As part of being a reflective practitioner, one must seek to confirm and refute current practices as well as seek research-based practices to fill current gaps. The accumulation of findings from research offer direction for practitioners. Participants will take a deep dive into <u>ten or more</u> research studies about a particular instruction practice. When identifying an area to research, participants may ask themselves:</p> <p>Is there a practice I would like to increase in my classroom or district? What practices am I questioning the effectiveness of? What shifts am I trying to make in my classroom or district? What practices do I seek to better understand its research basis? What does the research say about “practice X?”</p> <p>Participants will synthesize what the research says on this particular practice and the educational implications.</p> <p>In Module 4, participants will use this synthesis as a basis for a compelling article or presentation to advocate for this particular literacy practice.</p>	20 points
Module 4 Going Public with Advocacy	<p>As a literacy specialist, you will likely have a voice in advocating for practices that will increase the outcomes for students in your school and district. Choose a way (presentation, blog post, Wisconsin State Reading Association Journal Article, or any other means) to advocate for this particular instructional practice. In whichever delivery method you choose, share the synthesis of research and its educational implications.</p>	20 points
Module 5 Sharing Research to Ground Practice	<p>This assignment offers choice in increasing your preparedness to share research. Choices will be offered, including investigating an IES Practice Guide, analyzing the contributions of a notable researcher, or researching the historical perspective of literacy research.</p>	20 points

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### Grading Scale

100-94 % A  
 93-86% B  
 85-76% C

### Licensing & Literacy Specialist Portfolio - *Applicable to those seeking licensure*

DPI requires Reading Specialist candidates to demonstrate proficiency with the administrative standards. You will document your proficiency with the administrative standards within the context of literacy in an online portfolio. Your artifacts may represent both assignments from coursework as well as relevant work you do in your district. You may revise your Reading Teacher portfolio to include artifacts for your Reading Specialist license or you may create a new online portfolio. For each artifact, you will write an introduction and reflection. You will list the Wisconsin Administrative Standards that the artifact demonstrates. If you already have your Reading Teacher (#316 license), you may apply for your Reading Specialist license when a) you have completed your coursework for the 17 license b) submitted your Reading Specialist portfolio and it has been positively reviewed by two faculty members c) passed the Foundations of Reading test d) have an earned Master's degree.

[Link](#) to Overview of Reading Specialist Portfolio

### Overview of Modules

#### Module 1 (Jan. 22 - Feb. 11) “**Being a Consumer of Educational Research**”

- 1) Professional Readings & Videos:
  - a) Research Methods Introduction
  - b) Visible Learning
    - i) K-12 Version, Read Chapters 1, 5 & Appendix
    - ii) K-5 Version, Read Introduction & Chapters 1, 7 & Appendix
    - iii) 6-12 Version, Read Introduction & Chapters 1, 7, and Appendix
  - c) Key Terms Reference Sheet
- 2) Discussion: Aligning Practices to Research
- 3) Research Skills Assignment: Read [10 Things Every Literacy Educator Should Know about Research](#) by Nell Duke & Nicole Martin; Complete a [Reflection](#)

#### Module 2 (Feb. 12-Mar 4): **How to Read Research**

- 1) Professional Readings & Videos:
  - a) Visible Learning for Literacy

- i) K-12 Version: Chapter 2
  - ii) K-5 & 6-12: Chapters 2 and 3
- b) [How to read a research article](#)
- c) Scholar Highlight: Nell Duke
  - i) [Nell Duke shares about her recent Social Studies PBL Study](#)
  - ii) [Exemplary Literacy Practices](#)
  - iii) [What Doesn't Work: Literacy Practices We Should Abandon](#)
  - iv) [3 Literacy Practices](#) that Work by Nell Duke
- 2) Discussion: Questioning our Practice
- 3) Research Skills Assignment: Research Article Summary #1

Module 3 (March 5-April 1): **Researching the Evidence Behind the Practice**

*(Note: UWSP Spring Break March 18-24)*

- 1) Professional Readings:
  - a) [Synergy in Literacy Research Methodology](#)
  - b) Scholar Highlight: Keith Stanovich
    - i) [Matthew Effects in Reading](#)
    - ii) [Using Research and Reason in Education](#)
- 2) Discussion: Consuming Research as a Team
- 3) Researching Skills Assignment: Researching an Instructional Practice

Module 4: (April 2-April 22): **Planning for Advocacy**

- 1) Professional Readings:
  - a) Visible Learning for Literacy
    - i) K-12 Version: Chapters 3 & 4
    - ii) K-5 Version: 4, 5 & 6
  - b) Scholar Highlight: Timothy Shanahan
    - i) What Constitutes a Science of Reading Instruction?
    - ii) Article of your choice (<https://shanahanonliteracy.com/publications>)
- 2) Discussion: Evaluating Curriculum Resource
- 3) Research Skills Assignment: Plan a way to share your information and advocate for a particular instructional practice (i.e. presentation, blog, article, etc.).

Module 5: (April 23-May 13) **Build Capacity for Research-based, Evidence-Based Practice**

- 1) Professional Readings
- 2) Discussion: Post your Advocacy Artifact (Presentation, blog, article, etc.) and respond to others' posts.
- 3) Research Skills Assignment: Sharing Research to Ground Practice

## Technology Guidelines

You will need internet access to complete this course. You are encouraged to use Google Docs and share with the instructor for collaboration and feedback before an assignment is due.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work

is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

## Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Communicating with your Instructor



Email is the quickest way to reach me at: [mlechner@uwsp.edu](mailto:mlechner@uwsp.edu)



Call or text my cell phone at any time (715-470-0322).



Zoom, Skype, Facetime, and Google Hangout Video conference is also available by request.

## Teaching and Learning Strategies

This course includes multiple forms of instruction (e.g., virtual and interactive discussions, reflective writing, collaborative work, and field work) to address multiple styles of student learning.

## Office hours

I am available via emailing or texting anytime. Individual phone calls or video conferences can be arranged through an email request or phone call.

## Attendance

This class is completed online. You will be required to engage in online collaborative discussion boards. Your participation must be spread over several days, and you are encouraged to interact with as many of your colleagues as possible to encourage our professional growth as a class.

The relationship between engagement (presence/virtual attendance) and achievement in education has been extensively documented in peer-reviewed research.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

## Late Work

I expect you to honor your responsibilities, including making punctual online posts and turning in assignments by the due date. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with assignments. In general, the best policy is to contact me if you need flexibility with due dates.

## Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Equal Access for Students with Disabilities\*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation

must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

## Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action.



Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
  
- (2) Examples of academic misconduct include, but are not limited to:
  - Cheating on an examination
  - Collaborating with others in work to be presented, contrary to the stated rules of the course
  - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
  - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
  - Stealing examinations or course materials
  - Submitting, if contrary to the rules of a course, work previously presented in another course
  - Tampering with the laboratory experiment or computer program of another student
  - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Other Campus Policies

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment,

domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

### **Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

### **Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

### **Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).