

**Course Title:** VoyagerU Targeted Course: Vocabulary

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**Instructor:** Dr. Tim Ham

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**Course Description:**

*VoyagerU's* targeted Vocabulary course delves further into teaching vocabulary and refines instructional practices to improve teacher effectiveness.

**Course Objective/Goals:**

Participants will:

- Understand vocabulary development and how it impacts student achievement
- Assess student vocabulary skills and target instruction to accelerate learning
- Deliver effective vocabulary instruction based on eight specific skills

**Course Outline:** (Please Attach)

Continuous Improvement Cycle

The Vocabulary course follows an instructional model that facilitates continual learning and improvement. Participants complete coursework through personalized learning based on their individual needs and the needs of their students. Following the Four-Step learning model, educators:

- 1. LEARN** about effective classroom instruction
- 2. PLAN** their learning path and focus on areas of improvement
- 3. DELIVER** classroom instruction applying new strategies
- 4. REFLECT** on observational feedback and collaborate with peers

Vocabulary is separated into three sections: (1) Learn About, (2) Lesson Delivery 1, and (3) Lesson Delivery 2. In each section, participants learn about student skill acquisition and effective vocabulary instruction by completing interactive activities that fall within the LEARN, PLAN, DELIVER, and REFLECT section of the continuous improvement cycle.

**Section Activities**

**Learn About** – In the **Learn About** section, participants complete activities to LEARN about vocabulary and REFLECT on their current knowledge and new information learned in the course. Activities in this section include:

- *Introduction to Vocabulary Instruction* – LEARN the research base of vocabulary instruction.
- *Delivery of Vocabulary Instruction* – LEARN the eight vocabulary instructional skills needed to increase the effectiveness of vocabulary instruction. These eight skills include: Identifying Unknown Words, Selecting Words to Teach, Teaching Unknown Words, Using Graphic Organizers, Teaching Word Parts, Teaching Context Clues, Teaching Dictionary Skills, and Promoting Word Consciousness.
- Case Studies – LEARN through two case studies – one primary and one intermediate – to learn more about vocabulary instruction.
- *Vocabulary Lesson Activities* – LEARN to develop two lessons using passages that teach Tier 2 words.
- *Check Your Understanding* – REFLECT on what was learned about vocabulary instruction and answer a ten-question quiz to measure mastery.

- *Self Assessment* – REFLECT on current knowledge of the eight vocabulary instruction skills through self assessment, and rate knowledge. Based on this assessment, participants choose two skills to target during **Lesson Delivery 1**.

- *Collaboration Activity* – REFLECT on what was learned and share it with peers or a group. In addition, discussion boards allow further collaboration with peers.

- *Unit Survey* – REFLECT on what was learned by completing a short survey.

In the second and third sections – **Lesson Delivery 1** and **Lesson Delivery 2** – participants complete activities that fall within all four parts of the continuous improvement cycle – LEARN, PLAN, DELIVER, and REFLECT. Activities in these sections include:

- *Vocabulary Mini-Units* – LEARN more about the two vocabulary instruction skills (participants chose to target in the **Learn About** section) and analyze video segments that model the skill.

- *Evaluate Your Existing Program* – LEARN to examine current reading program and determine how it addresses vocabulary instruction.

- *Vocabulary A-Z Activity* – LEARN to navigate the Vocabulary A-Z web site and use it as a tool for supplementing existing vocabulary instruction.

- *Supplemental Classroom Lessons* – PLAN a lesson with the Vocabulary A-Z web site to help supplement their existing vocabulary program if needed.

- *Lesson Observation Activity* – PLAN a classroom activity that will be observed later to learn the importance of peer observation and how to give and receive constructive feedback. Participants will have an opportunity to observe a portion of a lesson and receive feedback.

- *Design a Classroom Plan* – Participants synthesize learnings, design a two-week classroom plan, DELIVER instruction according to plan, and practice for lesson observation.

- *Lesson Delivery Observation Report Form* – After they DELIVER a lesson, participants reflect on their lesson observation and identify growth during the unit.

- *Self Assessment* - REFLECT on what was learned during **Lesson Delivery 1**, and rate knowledge of the vocabulary instructional skills targeted in this section. Participants will also choose which two skills to target during **Lesson Delivery 2**.

- *Collaboration Activity* – REFLECT on the **Lesson Delivery 1** section, discuss what was learned in the activities, and discuss current articles and vocabulary instruction with peers.

- *Course Summary* – REFLECT on the **Lesson Delivery 2** section and watch a video that summarizes the continuous improvement cycle that was completed.

- *Unit Survey* – REFLECT on learnings from both **Lesson Delivery 1** and **Lesson Delivery 2** by completing a short survey.

### **Method of Evaluating Student's Performance:**

**1290pts – 1161pts = A**

**1160pts – 1032pts = B**

**1031pts – 903pts = C**

**902pts – 774pts = D**

**773pts and below = F**

**\*Required log documenting 10 hours of instructional application.**

### **Textbooks and/or Other Materials:**

Voyager Expanded Learning, LP will provide text and materials.

**Bibliography:**

Florida Center for Reading Research:

<http://www.fcrr.org/FCRRReports/guidingquestions.htm>

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