Teacher Education Program
COLORADO STATE UNIVERSITY PUEBLO

ELEVATE Science of ReadingAcademy
Graduate Teacher Education Course

ED 500

Catalog Description: ED 500: Professional development for teachers. Each has a subtitle describing the specific content. Does not count for M.Ed. credit.

Course Title:

ELEVATE Academy Science of Reading Course: From Evidence to Practice

Credit Hours: This two-credit ED 500 Course uses a hybrid synchronous/asynchronous online format and will require a total of 30 hours of student effort as shown in the Course Requirements section of this syllabus.

Course Format: This fully online course requires students to view a minimum of 20 hours of asynchronous course sessions, read related research articles, implement science of reading strategies in their own classrooms, and complete a final course project which demonstrates student understanding of course content and ability to apply learned strategies in evidence-based lesson planning in order to improve their primary reading instruction and increase student reading proficiency.

Instructor Name & Contact Information:
Professor Holly Ehle .
Email: holly@elevateyourclassroom.com

Course Description: ELEVATE Academy Science of Reading Course: From Evidence to Practice
This graduate-level course provides an in-depth exploration of the Science of Reading (SOR), equipping educators with evidence-based strategies to teach literacy effectively in PreK-2nd grade classrooms. Grounded in current research, the course covers essential topics such as sound walls, structured literacy, orthographic mapping, phonemic awareness, systematic phonics, and the connections between reading and writing. Through engaging asynchronous modules and live discussions, participants will analyze the foundational principles of the Science of Reading, explore practical classroom applications, and develop lesson plans that align with SOR best practices. Highlights of the course include:

- **The Foundations of Literacy Science**: Examine the history and research behind structured literacy and its role in reading success.
- **Speech-to-Print Instruction**: Learn how to teach the alphabetic principle by focusing on phonemes, articulation, and spelling.

- **Phonological and Phonemic Awareness**: Explore methods to develop these critical early literacy skills.
- **Orthographic Mapping and High-Frequency Words**: Understand how to map sounds to letters and teach irregularly spelled words effectively.
- **Structured Literacy in Action**: Design systematic phonics blocks, sound walls, and purposeful literacy centers.
- **Integrated Reading and Writing Instruction**: Discover how SOR principles apply to teaching writing, including text structures, transcription skills, and writer's craft.

Participants will engage in asynchronous content, live Q&A sessions, and collaborative discussions, culminating in a final project where they can chose to write a 3-5 page paper, design a weeklong, evidence-based literacy unit or create a short professional development slide or video presentation. By the end of the course, educators will be prepared to implement SOR-aligned practices confidently, fostering student growth in reading and writing proficiency.

Required Text(s) and Other Materials: Session handouts and materials are all provided as online downloads located on the ELEVATE Your Classroom app and webpage.

Course Objectives:

By the end of this course, learners will be able to:

- Define key principles and terminology related to the Science of Reading (SOR), including sound walls, orthographic mapping, and structured literacy.
- Recall the components of phonological and phonemic awareness and their role in reading development.
- Explain the relationship between speech-to-print instruction and student reading proficiency.
- Summarize the differences between decodables and leveled readers, and identify when to use each type of text in instruction.
- Interpret the connections between reading, writing, and spelling instruction within an evidence-based framework.
- Develop lesson plans that incorporate SOR principles such as systematic phonics, sound walls, and orthographic mapping.
- Analyze student data from dictation, spelling assessments, and writing samples to identify instructional needs and inform lesson planning.
- Differentiate between effective and ineffective literacy instruction practices based on research findings.
- Evaluate existing instructional materials and practices for alignment with the Science of Reading.
- Assess the effectiveness of literacy centers and small-group activities using criteria from structured literacy research.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table.
Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed

1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Requirement	Grade	Student Effort (hours)
Watching Assigned Course Modules	"Meets Expectations"	20
Read Various Supplemental Research Articles	"Meets Expectations"	5
Final Project (with all required elements) Submitted by Due Date (see below) - Spring Session Due Date: May 13th at 11:59 pm ET - Summer Session Due Date: September 13th at 11:59 pm ET - Fall Session Due Date: December 28th at 11:59 p m ET	"Meets Expectations"	10
Total	"Meets Expectations" in all areas = PASS Grade	35 hours

Course Assignments:

Science of Reading Course Modules

You must watch all ELEVATE Science of Reading Course Modules on the ELEVATE app platform. When you have completed all sessions, you will receive a certificate of module completion. You will need to attach a copy of that certificate to the email you send that includes your course assignments.

Participation Synchronous LIVE Sessions

During the course, you are required to read supplemental research articles and explore various science of reading aligned instructional resources in the ELEVATE Science of Reading Academy Resource Hub and Research Lab (within the ELEVATE app).

Final Project: Science of Writing Application

The final project is your opportunity to demonstrate mastery of the content covered in the ED500 Science of Reading course and showcase your ability to apply evidence-based literacy strategies in a meaningful way. Through this project, you will create a final project, in the format of your choice (either a 3-5 page paper, a weeklong lesson plan series, or a slideshow or video presentation) that reflects your understanding of the Science of Reading principles learned in this course and your ability to implement them effectively in your classroom. Again, the final project can take the form of a 3–5-page paper or a multimedia presentation (e.g., slideshow, video, or other approved formats).

By completing this project, you will:

1. Synthesize course concepts, including phonological awareness, orthographic mapping, sound walls, and structured literacy practices, into a cohesive teaching plan.
2. Demonstrate your understanding of evidence-based reading instruction practices and their classroom application.
3. Reflect on the impact of incorporating Science of Reading principles in your classroom to improve student reading proficiency.

Final Project Instructions

Step 1: Select Your Format and Complete Project

Choose how you want to present your final project. You may create:

- A 3–5-page written paper (written in APA format with 12 point font, double spaced) highlighting five science of reading aligned instructional practices and/or strategies that you learned from this course. You must also describe a lesson or give an activity example of how you would implement each of these five practices/strategies in a pre-k or elementary classroom.
- A weeklong, comprehensive series of lesson plans, which details the reading-related lessons you plan to teach throughout one week. These plans must include at least five science of writing aligned instructional practices and/or strategies that you learned from this course. Target PreK-2nd grade students with developmentally appropriate activities and use examples when appropriate. These plans must be detailed with step by step directions for each activity and include activity objectives and

standards taught. Include differentiated strategies for diverse learners when applicable. Your lesson plan unit must include:

- A brief introduction explaining your focus and rationale for the lesson/unit.
- A scope and sequence for the week, identifying which Science of Reading concepts are taught each day.
- Clear daily objectives and activities that demonstrate alignment with evidence-based practices.
- Integration of transcription and composition skills to promote reading proficiency.
- Reflection on how your plan supports student growth and engagement.

- A multimedia presentation, such as a slideshow, video, or other format, highlighting five science of reading aligned instructional practices and/or strategies that you learned from this course. You must also describe a lesson or give an activity example of how you would implement these five practices/ strategies in a pre-k or elementary classroom.

Step 2: Submit Your Project and Course Assignments

When your final project is complete, you must submit it, along with your other course assignments to Professor Holly Ehle VIA EMAIL (holly@elevateyourclassroom.com). The following items must be submitted **together** in the same email to meet course requirements:

1. After you have completed all ELEVATE Science of Reading Academy video modules (located on the ELEVATE app), you will receive a certificate of completion. You need to save the certificate as a PDF and attach it to the email you send with your course submissions.

2. Attach your final project (or a link to access it) to the email. See above for project requirements.

Note: After your submission has been graded, you will receive a return email confirming that your submissions have met course requirements (or if you have not, you will be informed of that, as well). Please allow 1 to 2 weeks for this confirmation.

Attendance/Participation:

Course participants are expected to:

- View all provided video modules, upon which they will receive a certificate of completion (via ELEVATE).
- Read various supplemental research articles and activity resources that support the SOR modules.
- Complete and submit a final project, as detailed in this syllabus.

Term Dates:

Enrollment periods will appear on the student transcript. Thus, enroll in the term that you wish to see on your transcript. Term dates are as follows for each year.

Spring- January 2nd-May 15th
Summer- May 16th-September 15th
Fall – September 16th -December 31st

Grading:
This course is graded as Pass/Fail. Students must complete the course requirements by the due dates indicated on this syllabus and earn a "Meets Expectations" grade on all assignments in order to receive a passing grade (PASS).

Rubrics:
The final project rubric can be found below.

Incorporation of New Content	Meets: The submitted paper/ weekly lesson plan/presentation demonstrates a clear integration of new learning, incorporating relevant concepts, information, or skills clearly acquired from SOR sessions. The paper/project is a minimum of 3-5 page length and clearly highlights 5 science of reading/evidence-based instructional elements/strategies you have learned about in this course.	Does Not Meet: The submitted paper/lesson plan does not clearly show evidence of integrating new learning from SOR modules; it appears to rely on previously acquired knowledge and is not grounded in evidence-based practice. The paper/project lacks detail, is less than 3 pages in length, and fails to highlight 5 new science of reading aligned elements/strategies.
Clear Explanation and Context	Meets: The submitted paper/ weekly lesson plan/presentation includes a clear explanation of how the 5 or more new SOR elements/ strategies you highlighted are "brought to life" or carried out in the classroom by the teacher, for the students.	Does Not Meet: The submitted paper/lesson plan/project lacks a clear explanation of the relevance of new SOR strategies, leaving students and educators uncertain about their purpose.
Integration of Pedagogical Strategies to Address Diverse Learners	Meets: The submitted paper/lesson plan/project incorporates appropriate pedagogical strategies to effectively teach the new content, and includes support for diverse learning styles and needs.	Does Not Meet: The submitted paper/lesson plan/project does not demonstrate the use of effective pedagogical strategies to teach the new content, potentially hindering student understanding.

Clarity and Organization	Meets: The submitted paper/lesson plan/project is well-organized and clearly outlines the key instructional strategies learned regarding SOR instruction. It lists the sequence of planned activities, making it easy for both educators and students to understand	Does Not Meet: The submitted paper/lesson plan/project lacks clarity and organization, making it challenging for educators and students to understand the flow of what is being shared.

Comments:

Total Score: ___ / 4 (Must obtain 4 "Meets" to receive Pass grade.

Late Work:
An assignment is late if it is not turned in via email to Professor Ehle (holly@ElevateYourClasssroom.com) by the correct date and time established on this syllabus. All assignments should be turned in by the due date and listed times. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at https://www.csupueblo.edu/student-affairs/student-conduct/index.html. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in OSC 201 and can be reached by

phone (719-549-2648) and email (csup_dro@csupueblo.edu).

Academic Dishonesty: Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

Academic Misconduct: Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Academic misconduct is a behavioral issue as well as an issue of academic performance and therefore grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards.

Institutional Equity Statement

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at nicole.ferguson@csupueblo.edu, by phone at 719-549-2210, or in person at LARC 187.