



To Whom It May Concern,

The following reading courses are offered by VCSU in partnership with Model Teaching:

- **Building Reading & Writing Fluency (1 credit) EDUC 2000 CRN# 25116**
 - Strategies for increasing reading and writing fluency are featured in this course, with an emphasis on implementing varied activities tailored to specific student levels. The strategies in this course are ideal for supporting students new to reading, students struggling with reading fluency, and students with specific reading needs, like those with dyslexia. This course teaches you a grouping strategy based on levels of spelling and provides station & activity ideas and support on 6 key areas for effective reading and writing. You will build a fluency plan specific to a set of student groups, design a resource to support your students, and analyze research highlighting the effectiveness of one or more methods of improving fluency that were taught within this course. Finally, an implementation plan will be completed for you to put the ideas from this course into practice.
- **Explicit Instruction in Elementary Reading (1 credit) EDUC 2000 CRN #25122**
 - This course prepares you to implement the research-driven model of explicit instruction into your elementary reading classroom. The explicit instruction model provides a structure for you to support your students in your reading instruction and intervention, addressing needs of all students in reading, including those with dyslexia and other special needs in reading. In this course, you will learn how to utilize the explicit instruction model to select the correct reading behavior or skill for your student or groups, to build a plan aligned to student goals, and to implement the lesson into your classroom. You will also be provided with an assortment of tools and resources to help you seamlessly implement your new training. You will apply these ideas to an implementation process through an action plan design, resource development and analysis of research to view applicability in the classroom. A final implementation plan will allow you to showcase how you plan to specifically implement course ideas into a current or future classroom.
- **What is the Science of Reading (1 credit) EDUC 2000 CRN# 25197**
 - This course will help you understand what the science of reading actually means and evaluate the main components of reading instruction in relation to an approach using the science of reading. You will reflect on your own reading support and consider how your current instruction aligns with reading research. You will also evaluate objections and limitations of different reading programs and consider the differences and similarities between reading and literacy to help you develop a well-rounded view of reading education. Understanding the fundamentals of current reading research and the main components of the science of reading will equip you to support your students of various needs, including those with dyslexia and students struggling with reading. You will analyze and learn about this topic through videos, articles, studies, and other resources. You will also design a comprehensive implementation plan for the classroom and an original resource that can be used to support implementation.

- Understanding and Supporting Students with Dyslexia (1 credit) EDUC 2000 CRN# 25170
 - This course will help you better understand your students that have been diagnosed with dyslexia. You will learn about the common weaknesses in certain skills for children with dyslexia, common symptoms of dyslexia, and reading strategies to incorporate into your classroom so that all students can be successful. The course also comes with a printable guide to help provide you with easy-to-implement ideas to build a nurturing environment that supports your students with dyslexia. You will analyze and learn about this topic through videos, articles, studies, and other resources. You will also design a comprehensive implementation plan for the classroom and an original resource that can be used to support implementation.

Continuing Education credits through Valley City State University are offered as graduate-level professional development courses and indicated as Graduate Professional Development on University transcripts. Although offered as graduate-level courses, they cannot be used toward a degree program.

The courses which Model Teaching, are offering are offered for Teachers and Professionals through Valley City State University's Extended Learning. These courses are designed for educators and professionals who have previously achieved at least a bachelor's degree to meet requirements for salary-incremental steps or re-certification credit. Each course requires a minimum of 15-hours per semester hour of credit. Although they are graduate-level courses of rigorous content, they are not eligible toward a graduate degree. Upon successful completion of these courses, the student is granted the corresponding semester hours of post-baccalaureate, non-degree credit.

Regarding course rigor, these courses not only provide valuable information that can immediately be assimilated into a teacher's classroom, but also include expert rubric-driven feedback and facilitation to encourage deeper professional thinking.

Although this work is recognized by the State of North Dakota and other states, the student should consult with their education authorities to ensure that these courses are accepted by them.

Valley City State University is regionally accredited by the Higher Learning Commission and are CAEP Accredited.

Questions regarding Continuing Education credit courses may be directed to Chasity Lovell, Extended Learning Coordinator, at (701) 845-7602 or via email at extend@vcsu.edu.

Sincerely,

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