READ 6310
Administration & Supervision of
Literacy Programs
LITERACY

READ 6310: Administration & supervision of literacy programs

Department of Language, Literacy and Special Populations

Syllabus Fall 2017

Required course for the Masters in Reading and the Texas Reading Specialist Certification, and an elective course for Principal Certification

Instructor: Dr. Leonard Breen   **Location & class hours**: Online
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Course description

This course examines the organization, development, implementation and improvement of reading and writing programs in public schools grades K through 12 at classroom, building, and district levels. Because learners will examine the school's literacy program and conduct a needs assessment, learners must verify that they will have the cooperation of appropriate school administrators. 3-credit hours. Prerequisites: READ 5306 or consent of the instructor.

IDEA objectives

The course focuses on these major objectives, as assessed by the IDEA course evaluation system:

- *Essential* – Acquiring skills in working with others as a member of a team. Learning how to find and use resources for answering questions and solving problems

Text / readings

Vogt, MaryEllen and Brenda Shearer (2011). Reading Specialists and Literacy Coaches in the *Real* World, Third edition. Long Grove: IL, Waveland Press

Patty, Del, Janet Maschoff and Peggy Ransom (1996). The Reading Resource Handbook for School Leaders (currently out of print). *This text is being made available on our course site for you to download.*

Course format – online

The content of this course is delivered using SHSU Online. In addition, course concepts are learned through self-study, collaborative study, small group discussions, and small group PowerPoint presentations. Evaluation consists of professor assessments using rubrics for products, discussions, and presentations.

Course content

History of Literacy Instruction
Characteristics of Outstanding Literacy Programs
Role of the Literacy Professional and the School Administrator in School Literacy Programs
Developing a Literacy Vision
Assessing Literacy Needs
Coaching, Developing, and Supervising
Literacy Interventions
The Reading and Writing Program in Elementary Schools
The Literacy Program for Adolescents
Selection and Evaluation of Instructional Materials
Family and Adult Literacy
Leading and Advocating

Topics to be continued throughout the masters program and which are embedded in the content:
- Meeting the literacy needs of a diverse population
- Implementing and integrating appropriate literacy technology in the classroom
- Professionalism--how a professional educator thinks, acts, and speaks

Course requirements

1. **Participation**. It is expected and required that candidates will participate fully in class activities, conversations, readings, and presentations.

2. **School Literacy Profile (SLP)**. (Can be a public or private school, or an adult literacy program.) This project involves:
   - Establishing a literacy team
   - Developing a literacy vision
   - Assessing the literacy needs of the school (or a grade level)
   - Identifying existing program strengths and needs
   - Preparing a summary report
   - Creating a 1-2 year program improvement plan
   - Creating a staff development plan
   - Presenting one staff develop program to school faculty or grade level team

This project necessitates a close working relationship with your principal and your colleagues. It also requires written permission from your principal. *The Reading Resource Handbook for School Leaders* materials in the course Documents section will be an invaluable help in completing this assignment.

3. **PowerPoint Presentation.** Candidates will select from a list a topic to research and develop a PowerPoint presentation. This presentation is for the members of this class.

4. **Staff Development Presentation.** Each candidate will present a staff development program to either a grade level group or an entire faculty on an appropriate literacy topic. This might be a topic resulting from your program evaluation efforts, a summary of your evaluation findings (your SLP), or a topic agreed upon by yourself and the instructor.

NCATE accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

NCATE Standards

NCATE Standards rubrics

Conceptual framework and model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

Enhancing The Future
Through Educator Preparation

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

- Knowledge Base (CF1)
- Technological Learning Environment (CF2)
- Communication (CF3)
- Assessment (CF4)
- Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for ***Conceptual Framework***:
http://www.shsu.edu/~edu_edprep/

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)

2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)

3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)

4. Practices ethical behavior and intellectual honesty. (CF 3)

5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)

6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)

8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)

9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)

10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. (*Please provide additional information for the candidate if the DDP is administered during your course.)*

College of Education information

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Standards matrix

Objectives/ Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: Texas Reading Specialist Standards NCATE Standards
Demonstrate an understanding of the characteristics of outstanding literacy programs.	• Read, present and critique current literature and research on outstanding literacy programs.	• Weekly performance on activities	2.18k, 4.6k, 4.8k, 4.2s, 4.17s 2.1; 2.2; 2.3
Describe the steps in developing a total school literacy program at the elementary, middle and secondary levels, including content reading, study skills, and test-taking skills.	• Develop a plan for preparing your school's literacy program report. *	• Written assessment report	2.15s, 2.16s, 4.6s 2.1; 2.2; 2.3
Conduct a school-wide literacy needs assessment.	• Prepare your school's literacy program report by conducting a school-wide needs assessment and by gathering and analyzing test data, school personnel data, program data, and instructional resource information. *	• Written assessment report.	4.6s, 4.7s, 4.9k, 4.10k, 4.8s, 4.9s, 4.10s, 4.11s 3.3; 3.4; 5.1
Communicate information about literacy and data to administrators, staff members and interpret findings.	• Share your school's literacy program report with your administrator and other school personnel. *	• Participate in class discussion.	1.12s 3.4
Plan and conduct a staff development program.	• Plan and conduct a 1-hour literacy staff development for faculty and/or instructional assistants on a topic that meets school literacy needs. *	• Videotape and written report.	4.13s, 4.14s, 4.15s, 4.16s, 5.4

Investigate and evaluate standardized and non-standardized, formal and informal, norm-referenced, criterion-referenced, and diagnostic assessment tools for literacy for differentiated instruction.	• Class discussion of data used for literacy program evaluation.	• Participation in class discussion.	3.6s, 3.8s *3.2; 3.3*
Write a school literacy vision-reaching consensus among the faculty, staff, administration, and community.	• Prepare your school's literacy vision following the guidelines established in text readings and class discussions. *	• Written philosophy.	4.1s, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s

IRA standards
Texas reading specialist standards

Course evaluation (* indicates field-based activity)

1. Participation in course activities   and class conversations – 25% of final grade
2. PowerPoint Presentation – 15% of final grade
3. School Literacy Profile (SLP) – 40% of final grade
4. Presentation of one staff development program – 20% of final grade

A=94% and above   B=87-93%   C=80-86%

Expectations

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalog and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
2. Students should practice self-discipline in the course. Courtesy should be extended to all. Thought should be given to the value of class conversations/discussions for all members. Classes will be more productive, beneficial, and enjoyable if learners conduct themselves as conscientious professionals.
3. Online students are expected to view presentations and complete the required discussions and interactions with classmates in a timely manner.
4. The professor may refuse to accept an assignment that is late. Points will be deducted for any late assignment that is accepted. Online assignments will be considered "on-time" if submitted by 11:30 p.m. on the date due.

Bibliography of additional related resources

Allington, R.L. (2002). *Big brother and the national reading curriculum*. Portsmouth, NH: Heinemann.

Allington, R. L., & Walmsley, S. A. (1995). *No quick fix: Rethinking literacy programs in America's elementary schools*. New York: Teachers College Press.

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Bean, R., Cassidy, J., Grumet, J., Shelton, D., & Wallis, S. (2002). What do reading specialists do? Results from a national survey. *The Reading Teacher, 55*, 736-744.

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Erickson, L. G. (1995). *Supervision of literacy programs: Teachers as grass-roots change agents*. Boston: Allyn & Bacon.

Froelich, Kathy and Enrique Puig (2010). *The Literacy Leadership Team, Sustaining and Expanding Success.* Boston, MA: Allyn & Bacon.

Hoffman, A., & Jenkins, J. (2002). Exploring reading specialists' collaborative interactions with school
psychologists: Problems and possibilities. *Education, 122*, 751-756.

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McEwan, E. K. (1998). *The principal's guide to raising reading achievement*. Thousand Oaks, CA: Corwin Press.

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Quatroche, D., Bean, R., & Hamilton, R. (2001). The role of the reading specialist. *The Reading Teacher, 55*, 282-294.

Rosemarye T. Taylor and Glenda Gunter. (2006). *The K-12 Literacy Leadership Fieldbook.* Thousand Oaks, CA: Corwin Press.

Taylor, R., & Collins, V. (2003). *Literacy leadership for grades 5-12*. Alexandria, VA: ASCD.

Walpole, S., & McKenna, M.C. (2004). *The literacy coach's handbook*. New York: Guilford Press.

Wepner, Shelly and Dorothy Strickland (2008). *The Administration and Supervision of Reading Programs, Fourth edition.* New York, NY: Teachers College Press.