

READ 6320 INTERNSHIP IN READING SUPERVISION

RDG 6320 is a required course for the Masters in Reading and Texas Reading Specialist Certification.

Department of Language, Literacy & Special Populations Spring 2018

Course Description: This course provides a field internship for that focuses on reading and writing curriculum and instructional development, professional development of literacy teachers, and leadership in literacy assessment at the school and district levels. The internship provides opportunities to apply the theories and principles learned throughout the reading master's program. Candidates must be enrolled in their final semester of coursework for the reading master's degree; the candidate's portfolio will be developed as part of this capstone course 3 credit hours. Prerequisites: BSL 571, RDG 530, RDG 532, RDG 533, RDG 561, RDG 589, RDG 598, RDG 638, RDG 675, RDG 688.

Texts: Bean, Rita (2009). *The Reading Specialist: Leadership for the classroom, school, and community, 2nd edition*. New York: Guilford Press.

Sharon Walpole and Michael McKenna (2013). *The Literacy Coach's Handbook, A guide to Research-Based Practice, 2nd. Edition*. New York: Guilford Press.

Approximately 35 articles related to literacy coaching are available electronically on Blackboard. Additionally, a bibliography of books available electronically from the S.H.S.U library will be posted.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: ▪...IRA Standards ▪... <u>Texas Standards</u>
1. Coach para-professionals and classroom teachers and model through demonstration teaching research-based best practices in literacy instruction, classroom environments, reading materials, and literacy assessments using a variety of coaching tools and techniques.	Reading Specialist Supervision Internship Project (RSSIP)*	RSSIP Rubric	2.1; 2.2; 2.3; 5.3; 5.4 <u>2.10s; 2.11s;</u> <u>2.12s;</u> <u>3.2s; 3.3s;</u> <u>3.4s; 3.5s</u> <u>3.6s; 3.9s;</u> <u>4.16s</u>
2. Plan, conduct, and evaluate literacy professional development activities for teachers and paraprofessionals.	Reading Specialist Supervision Internship Project*	RSSIP Rubric	5.2; 5.3; 5.4 <u>4.13s; 4.14s;</u> <u>4.15s;</u>
3. Communicate literacy information, data, and interpretations to administrators, staff, parents and the school community using a variety of presentation formats.	Reading Specialist Supervision Internship Project*	RSSIP Rubric	1.1; 1.2; 1.3; 3.3; 3.4; 5.1 <u>4.3s; 4.4s;</u> <u>4.5s; 4.6s;</u> <u>4.7s; 4.8s;</u> <u>4.9s; 4.10s;</u> <u>4.12s</u>
4. Demonstrate effective leadership skills, and oral and written communication skills.	Reading Specialist Supervision Internship Project* Intern Discussion Forum	RSSIP Rubric	3.4; 5.3; 5.4 <u>4.11s; 4.17s;</u> <u>4.18s</u>
5. Reflect on one's own learning and development as a teacher and a reading specialist/literacy coach.	Reading Specialist Supervision Internship Project* Intern Discussion Forum	RSSIP Rubric	5.3

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

Web address for Texas

standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allreads.spec.pdf>

Course Format (Online):

The content of this course is delivered using SHSUOnline.net and mini-presentations. In addition, course concepts are learned through self-study, small group discussions, and individual PowerPoint presentations. Evaluation consists of self-evaluations, mentor assessments, and professor assessments using rubrics for products, discussions, and presentations.

Course Requirements:**A. Reading Specialist Supervision Internship Project.**

1. Design a literacy project for your school or district that will permit you to demonstrate your competence in the five course objectives listed in the table above. Your **proposal** for the internship project should include:

- An overview of the project with an explanation of how the project meets the needs of the school and/or district.
- A detailed explanation regarding how the project meets the objectives for the internship.
- A listing of the necessary tasks and a timeline for completion.
- A listing of the needed resources--physical, monetary, and human.

Propose something manageable—Although you will not need to have it completed by the end of the semester, the project should be thoroughly planned and initiatory activity should be well under way.

2. Your project proposal may be jointly determined by your principal and/or mentoring administrator and must be approved by your principal, your superintendent (if necessary), your immediate supervisor (if other than your principal), and your professor. An administrator who will serve as your field supervisor (the mentoring administrator) must be determined (this could be your principal or a central office administrator). This person will serve as your on-site mentor and should feel comfortable giving you verbal feedback. This individual will be asked to give a written assessment at mid-term and at the conclusion of the project.
3. Necessary approval forms must be completed and signed.
4. The mentoring administrator will complete mid-term and end-term written assessments of your progress to be discussed with you and forwarded to the professor.

B. Weekly progress emails to the professor. You will send the professor weekly emails detailing your progress. These emails will be due by Monday morning each week.

C. Professional Development Discussion Forum. Each week you will go online to discuss with the other interns issues related to your projects. Some weeks this may involve reading an article on some aspect of literacy coaching and responding (articles will be posted on SHSU Online or will be placed on electronic reserve). Other weeks it may simply be a chat session.

D. Project Presentation. You will prepare a PowerPoint presentation reflecting the progress and the products of your project for the viewing pleasure of your classmates. This presentation will not receive a separate grade but will be incorporated into total internship project.

E. End of Course Reflection. You will reflect in a final paper your learning of the course material and how it has impacted your teaching and your coaching.

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

Reading Master's Degree Candidates:

To exit this master's program successfully, you must demonstrate competence in Texas Reading Specialist standards and/or the standards for Category III (The Reading Specialist/Literacy Coach) of the International Reading Association. (The IRA standards can be available on our Blackboard site.)

Be sure to contact Dr. Patricia Durham in L.L.S.P. if you plan to apply for and take the Reading Specialist examination at the completion of this semester.

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. Please pay careful attention to due dates for each of the assignments. If you are aware of problems BEFORE the due date, contact the instructor to see if an extension can be made in your case. If your work is submitted later than the day specified points may be deducted.

Americans with Disabilities Act:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, I encourage you to register with the SHSU Counseling Center and talk with me about how I can best help you. All disclosures of disabilities will be strictly confidential.

NOTE: no accommodation can be made until you register with the Counseling Center.

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and the instructor. A student desiring to absent him/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed.

Bibliography (non-electronic materials)

- Allington, R.L. (2001). *What really matters for struggling readers*. New York: Longman.
- Allington, R.L., & Cunningham, P.M. (2007). *Schools that work* (3rd ed.). Boston: Pearson/Allyn & Bacon.
- Allington, R.L., & Walmsley, S.A. (1995). *No quick fix*. New York: Teacher's College Press.
- Bean, R.M. (2004). *The reading specialist*. New York: The Guilford Press.
- Burke, M.A. (2002). *Simplified grant writing*. Thousand Oaks, CA: Corwin Press.
- Campbell, D.M., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H., & Wyman, R.M. (2007). *How to develop a professional portfolio* (4th ed.). Boston: Pearson/Allyn & Bacon.
- Constantino, P.M., & De Lorenzo, M.N. (2006). *Developing a professional teaching portfolio* (2nd ed.). Boston: Pearson/Allyn & Bacon.
- Cunningham, P.C., & Allington, R.L. (2007). *Classrooms that work* (4th ed.). Boston: Pearson/Allyn & Bacon.
- Erickson, L.G. (1995). *Supervision of literacy programs*. Boston: Allyn & Bacon.
- Fullan, M., & Hargreaves, A. (1996). *What's worth fighting for in your school?* New York: Teacher's College Press.
- Lewis, J., Jongsma, K.S., & Berger, A. (2005). *Educators of the frontline*. Newark, DE: International Reading Association.
- McAndrew, D.A. (2005). *Literacy leadership*. Newark, DE: International Reading Association.
- Puig, E.A., & Froelich, K.S. (2007). *The literacy coach*. Boston: Pearson/Allyn & Bacon.

- Stone, R. (2004). *Best teaching practices for reaching all learners*. Thousand Oaks, CA: Corwin Press.
- Taylor, R.T., & Gunter, G.A. (2006). *The K-12 literacy leadership fieldbook*. Thousand Oaks, CA: Corwin Press.
- Toll, C. A. (2005). *The literacy coach's survival guide*. Newark, DE: International Reading Association.
- Vogt, M., & Shearer, B. (2007). *Reading specialists and literacy coaches for the real world* (2nd ed.). Boston: Pearson/Allyn & Bacon.
- Walpole, S., & McKenna, M.C. (2004). *The literacy coach's handbook*. New York: The Guilford Press.