

**Plymouth State University
College of Graduate Studies
Reading Writing Specialist Core
RL5820 Literacy Practicum Course Syllabus**

**Course Number: RL5820 Research in Reading and Writing
CRN: 20005**

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Term and Year: Winter, 2014
Course Location: PSU Concord Campus
2 Pillsbury St. 5th floor

Dates and Times: Fri. Dec. 6 and Jan. 3 4:30PM - 7:30PM
Sat. Dec. 7 and 14; Jan. 4 and 18;
Feb. 1 and 15 9:00AM - 2:30PM

***Final Class Saturday Feb. 15, 2014 – 9:00AM - 2:30PM mandatory attendance**

All class meetings require active participation through regular attendance.

Catalog Description

This practicum focuses on leadership, collaboration and coaching. Discussions include the following topics: literacy program planning, operation, management, budget, curriculum, and evaluation. Emphasis is on the role of the reading and writing specialist as researcher, leader, and change agent. This practicum experience includes the study of collaborative consultative skills, supervisory skills, staff development services, and community activities. This is a field-based experiences at the elementary, middle, and high school grade levels. This is the capstone course for students in the reading and writing specialist program.

Course Objectives:

Enduring Understandings: The roles of the Reading and Writing Specialist are complex and vary based on the context in which the specialist works. Professional learning and leadership are career-long efforts that define the ever-changing responsibilities in this position. The focus of this capstone course is on the role of the Reading and Writing Specialist as a change agent and a leader.

Essential Questions:

- In what ways does the Reading and Writing specialist candidate demonstrate foundational understandings of organizational change and professional learning to build effective professional development?
- How does the Reading and Writing Specialist candidate promote a positive and ethical learning environment in planning for the preparation of literacy instruction that addresses researched practices, issues and trends?
- In what ways does the Reading and Writing specialist candidate demonstrate understandings of how to plan, problem-solve, and design effective and differentiated instruction related to reading and writing?

- How does the Reading and Writing specialist candidate effectively communicate and promote literacy efforts?

Assignments/ Professional Standards/ and Assessment Rubrics

Course Requirements:	<u>IRA Standards:</u>	Assessment Rubric for Final Project. In Moodle under Topic 1
<p>According to IRA’s recommendations the major roles of the Reading Specialist are instruction, assessment, and leadership. This practicum experience is designed to address Standard 6 of the IRA 2010 revised standards for reading professionals – Learning and Leadership. This course is the capstone course in the Reading and Writing Specialist program of studies. The focus is on the role of the reading specialist as a leader. There are four elements that make-up this standard. Each of the course requirements for RL5820 is designed to address components of these four elements.</p> <p>Literacy Action Plan – (40%) The Literacy Action Plan highlights your role as a Literacy Leader. The literacy action plan should be an original plan supported by research and addressing a need within your school/school district based on a needs assessment survey. In addition your plan should demonstrate your knowledge of the subject area, and your ability to act in a leadership capacity. A video- tape demonstrating your leadership qualities as a reading and writing specialist in the role of an agent or facilitator of change will accompany the plan as part of the professional development component of the literacy action plan. This is a culminating project which</p>	<p>IRA Standard 6: Professional Learning and Leadership Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. Evidence that demonstrates competence may include, but is not limited to, the following – Reading Specialist/Literacy Coach Candidates ...</p> <p>6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</p> <p>6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</p> <p>6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</p> <p>6.4 Understand and influence local, state, or national policy</p>	

demonstrates the application of theory into practice. It will also demonstrate your ability to bring about change in your school or district. A presentation rubric will be provided. The written component of the LAP should demonstrate an understanding of adult learning, leading and planning differentiated professional development, effective interpersonal, communication and leadership skills, and the effective use of technology.

Small Group Intervention – (20%)

The presentation of lesson plans for a small group intervention demonstrates the ability to plan, problem-solve and design effective and differentiated instruction related to specific literacy needs for a targeted group of developing learners.

Coaching/Consulting Experience – (20%)

This assignment requires the candidate to take on a role of a literacy coach. In this assignment the candidate describes a coaching/consulting experience that demonstrates the ability to co-teach, co-plan, model, and design principled practices to support a teacher in his/her efforts to address a teaching dilemma.

Advocacy – (10%)

This assignment requires a candidate to advocate for a particular literacy issue or trend significant to the school, school district, or a grade level. In this assignment the candidate creatively demonstrates effective communication, addresses the need to promote effective literacy efforts, and addresses an understanding of policies, issues, and trends that move the field forward.

Reading Specialist Interview and Job Description – (10%)

The Reading/Writing Specialist visitations and the Reading/Writing Job Description address the ability to articulate the positive dispositions related to the roles of the Reading Specialist /Literacy Coach as a career-long effort.

decisions

Projects for this Course:

1. Development of a Literacy Action Plan (LAP)

- Create a Needs assessment survey and present an analysis of the data establishing a need and a focus for this plan

- Research – literature review of research studies on your topic from multiple perspectives
 - Professional Development Workshop – design a PD activity to address your established need, and present a PD workshop for your school, a grade level, content area teachers, paraprofessionals, or parents; describe the plan and video tape the presentation. In your description of the plan include an understanding of adult learning, and professional development. Also include a reflection on new perspectives on bringing about change in literacy instruction, adult learning, and professional development (See Components of the Literacy Action Plan)
 - A 10 minute Video clip of your workshop and a Powerpoint presentation highlighting key components of your LAP will be presented at the final class
2. **Small group Intervention** – Shift your role from classroom teacher to the reading specialist who is collaborating with the classroom teacher in an intervention with a small group of students in need of supplemental support. In this assignment you are using data to inform your instruction. In the write-up of your lessons include one or two teaching points; the phase of the gradual release of responsibility that will best support the student learning; the decisions that were made throughout the lessons; the observations that inform the next teaching decision for this group; and what you learned about the students as a result of this intervention experience.
- Present data to justify the reasons for the intervention in the form of running records, benchmark assessments, progress monitoring, detailed observations, or anecdotal records – what the readers know, almost know, and need to know.
 - Plan and implement a series of five lessons
 - Describe the teaching points of your lessons – what you will teach the readers and why?
 - Describe the phase of the Gradual Release of Responsibility you will address – in what ways and to what degree will you support the students in this group?
 - Formative assessment/progress monitoring – what evidence do you have that the students get it, and how will the students know they get it?
 - Next steps – what are the next steps for this group, in what ways do your lessons connect with classroom practices, and in what ways can the classroom teacher follow-up on these lessons.
3. **Coaching Experience** – shift your role from classroom teacher to facilitator for a classroom teacher as he or she tries to address disequilibrium in a teaching situation. Positively and constructively describe an experience in which you co-planned with a teacher to address a problematic situation. Include the following in your description:
- Pre-conference – what you plan to address and the rationale for this decision
 - How you facilitated and why. This can be in the form of an observation which you will write-up; scripting a lesson for the teacher; modeling a lesson; or co-teaching.
 - Positively and constructively describe this experience including your role as a facilitator/coach
 - Post conference – feedback, actions/interactions, recommendations
 - Reflection – new understandings and perspectives on the coaching experience as a result of this experience
4. **Advocacy** – demonstrate communication skills for needed organizational or instructional changes to promote effective literacy instruction. Examples:
- Social networking among colleagues around issues and trends
 - New Literacies and Technology
 - A proposal to obtain additional funding
 - Communication with parents, teachers, administrators, or community members

Examples of some mentor materials for this assignment are: Choice Literacy: The Big Fresh; NCTE Inbox or NCTE Forum; a literacy blog; Stenhouse Newslinks; and Reading Today or School Talk.

5. **Reading Specialist Visitation and Job Description** – this certification covers the range of grades K-12; therefore, it is important that you have an opportunity to experience a learning environment outside your current situation. This assignment requires that you visit a Reading Specialist at either the elementary, middle-school, or high school level, depending on your experience, and present a written description of that experience covering the Reading Specialist’s roles in leadership, instruction, and assessment. In addition, using this experience and the information in Chapter 2, design a job description that best fits your ideas for a Reading and Writing Specialist/Literacy Coach position in the real world.

University Course Evaluation / Assessment

Content of Course Which Addresses Technological Standards/Competence

The Literacy action Plan and the Video of the Professional Development Workshop will appear as artifacts from RL5820 demonstrating competence in meeting IRA Standard 6 in the student’s electronic portfolio.

Evaluation Plan/Grading Scale

See course requirements and assignment descriptions, Rubric for evaluating the research project, and the Template to Guide the Research Process.

Grading Scale in Moodle

Highest	Lowest	Letter
100.00 %	93.00 %	A
92.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	83.00 %	B
82.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	73.00 %	C
72.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	63.00 %	D
62.99 %	60.00 %	D-
59.99 %	0.00 %	F

Textbook List/Bibliography/Recommended Reading/Resources

Best to order all books on-line, or purchase on your own. If you register on amazon.com as student they will ship your books for free within two days.

Required Text:

Vogt, M. & Shearer, B. (2011). **Reading Specialists and Literacy Coach in the Real World - Third edition**

Suggested Texts for future specialists :

- ***Becoming a Literacy Leader*** by Allen, Jennifer. (2009)
- ***Choice Words: How Our Language Affects Children’s Learning*** by Peter Johnston (2004). Stenhouse Publishers. Portland, ME. ISBN 1 57110 3899
- ***Opening Minds Using Language to Change Lives*** by Peter Johnston (2012). Stenhouse Publishers. Portland, Me. ISBN 978 1 57110 816 6

- *Best Practices in Literacy Instruction (4th ed.)* 2011. Gambrell, L.B., Morrow, L.M., & Pressley, M. The Guilford Press. ISBN- 9781609181789
- *The Book Whisperer* (2009) by Donalyn Miller Jossey-Bass www.josseybass.com ISBN 978-0-470-37227-2
- *The Art of Slow Reading* by Thomas Newkirk (2012). Portsmouth, NH: Heinemann.

ALL ASSIGNMENTS SHOULD BE IN APA FORMAT.. Use of APA 6th edition as a resources is recommended; it is advisable to include the APA 6th edition Publication Manual as a recommended resource for all courses. An outline of APA Guidelines required for the LAP is uploaded in Moodle

Course Calendar

- Course Agenda in Moodle.
- LAP Timeline Template in Moodle
- Text Reading Timeline in Moodle
- RL5820 Topics in Moodle

University Policies and Procedures

- **ADA Policy:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs.
- **Academic Integrity:** Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.
- **Sensitive Materials:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.
- **Plymouth State University Curtailed Operations Information:** Every effort is made to avoid an official cancelling of class due to weather. There may be times, however, when an emergency or extreme weather condition necessitates a cancellation of the classes.
Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

Following are the PSU curtailed operations and/or class cancellation notification procedures: In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

Hallmarks are the Conceptual Framework of the Graduate School.

1. Leadership and Advocacy
2. Scholarship and Application
3. Reflection and Innovation
4. Professionalism and Service
5. Global Awareness and Social Responsibility

Diversity Framework

In order to teach effectively and ensure student learning in a democratic and pluralistic society, each Reading Writing Specialist candidate at Plymouth State University, by the conclusion of his or her program, will have developed the ability to:

1. Critically examine her or his own identity, and accept that our background and experiences shape our view of the world
2. Learn from and about students, families and communities
3. Identify and empathize with and accept students from diverse backgrounds
4. Become a multicultural person by exploring and learning to understand the experiences and values of others
5. Confront racism and other biases in her/himself, her/his classroom, and in schools and other institutions in society
6. Demonstrate commitment and skills to act as a change agent
7. Implement culturally responsive teaching practices