

EDUC 6317  
Organization and Supervision of Reading Programs  
Fall, 2014

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Office Hours:

Monday and Wednesday 8:00-11:00 Thursday 8:00-12:00

Friday hours available by appointment

Students are encouraged to scheduled appointment times if the posted office hours do not meet specific needs.

### **Course Description**

A course designed for organization and administration of regular and corrective reading programs in the public schools. Emphasis is on the integration of reading and writing skills and diagnostic principles and procedures in the classroom instructional program. Intended to assist the school administrator, district supervisor, and reading specialist with managing decision making processes effectively. Master's level reading professionals and reading specialists are expected to address literacy issues from early childhood through grade 12. This course addresses the responsibility for designing and maintaining effective reading programs. The reading specialist is expected to demonstrate leadership, communication and facilitation skills to effect positive change in school reading programs.

### **Reading Specialist Standards & Competencies**

- 009 The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.
- 010 The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.
- 011 The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.
- 012 The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels early childhood through grade 12.
- 013 The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.
- 014 The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.

## **Program Learning Outcomes**

- The student will convey knowledge of theoretical foundation of reading.
- The student will identify interrelated components of reading that occur throughout the development of the learner.
- The student will use appropriate literacy assessments to address the individual needs of the learner.

## **Course objectives**

The graduate student will:

- Identify and implement organizational strategies for reading program design
- Identify components of school reading programs
- Present research-base for selection and evaluation of reading programs
- Apply knowledge of parent and community partnerships in reading program success
- Apply knowledge of formal and informal assessment techniques in determining reading program progress
- Recognize roles and responsibilities of reading specialists, classroom teachers, campus faculty and administrative levels involved in implementation of reading programs

## **Course Format**

EDUC 6317 is designed as an arranged course. Each student will, in addition to completing required course readings, arrange to interview district level reading program personnel and observe a minimum of 10 hours in a district level reading lab or classroom.

## **Course Text**

Lassonde, C. and Tucker, K. (2014). *The literacy leadership handbook. Best practices for developing professional literacy communities.*

## **Methods of Evaluation and Grade Assignment**

- School Wide Reading Program – Due September 10, 2014  
You will submit a report describing your school's current reading program. I encourage you to interview/conference with an administrator or campus reading specialist to detail program goals, assessment measures (identification through intervention), materials and resources as well as program evaluation. Please make arrangements to visit a campus if you are not currently working with one of the surrounding districts. This assignment will be submitted at our first conference on September 10, 2014.
- An observation log of your hours will be submitted at our last conference. Please plan to take notes regarding what was observed and any correlation to the text that might be made. It is also helpful to note specific information such as delivery of instruction, student to teacher ratio, techniques used, student response, etc...
- You will be expected to discuss the chapter readings at each of our scheduled conferences. We will use this text in a book-study format. It is helpful if you make notes or have points that you might want to share prior to our scheduled conferences. We will meet on the following dates:  
September 10, 2014  
October 22, 2014  
December 3, 2014

### **Academic Integrity**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.

Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

**Note: All written assignments must be double-spaced; word processed; written in APA style; and free of mechanics, usage, and grammatical and spelling errors.**

*Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.*