

ED 6317 – Summer I - 2016
Organization and Supervision of Reading Programs

Instructor: Caroline Fox, M.Ed., M.A.
Office: MAB 309B
Office Phone: 432-837-8001
Office Hours: Anytime by email.
Email: cfox667@sulross.edu, cfox@alpine.esc18.net (primary)

Facebook: facebook.com/foxc2

Tech TA: Sandy Bogus, sbogus@sulross.edu 432-837-8523
Office Hours:

COURSE DESCRIPTION:

The intention of this course is to prepare reading specialists, reading teachers, and school administrators to develop a research-based philosophy of reading, design and implement a school-wide reading program, evaluate existing reading programs, and lead in faculty development.

Students enrolled in this course must possess a strong understanding of the reading/writing process or administration background. The course is intended for those students presently seeking certification in administration or in becoming a reading specialist.

COURSE FORMAT

This is an online course. Online learning is a very different kind of experience from the traditional face-to-face course. Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.

Points of Interest:

- Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point one. Read the syllabus to know what to do each week. Read the syllabus. Study the syllabus. Follow the syllabus.
- Your commitment to a consistent and continual effort is point two. Work daily. Do not procrastinate. Schedule time for reading, reflecting, and preparing assignments. Log into Blackboard at least once a day to check for messages, announcements, or other developments.
- Your ability to devote a minimum of 6-8 hours per week to your course work is point three. Late assignments will be penalized.

COURSE OBJECTIVES:

Upon completing this course, students will:

- Demonstrate a working knowledge of the TEKS and be able to align reading curriculum to the TEKS.
- Implement organizational strategies for the reading program.
- Recognize the relationship between parents, the community members, and the reading program.
- Select and use formal and informal assessment techniques to determine school and or district-wide progress in reading.

- Effectively evaluate materials for use in the reading program.
- Evaluate reading programs.
- Recognize roles and responsibilities of the reading specialist, reading teacher, and administrator in the reading program.
- Be able to establish committees for effective change.

TExES Competencies Covered in this Course:

Domain II – Instruction and Assessment: Resources and Procedures

Competency 009 (Assessment)

- 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.

Competency 010 (Instructional Methods and Resources)

- 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.

Domain III- Meeting the Needs of Individual Students

Competency 011 (Instruction for English Language Learners)

- The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.

Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities)

- 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.

Domain IV – Professional Knowledge and Leadership

Competency 013 (Theoretical Foundations and Research-Based Curriculum)

- The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based curriculum.

Competency 014 (Collaboration, Communication, and Professional Development)

- The reading specialist understands and applies procedures of collaborating and evaluating, and participating in professional development.

TEXTS:

Wepner, Shelley B.; Strickland, Dorothy S. (2008). *The Administration and Supervision of Reading Programs*. New York, N.Y., Teachers College Press. (4th Edition)

You can purchase this book online with Amazon. Buying the digital copy is a great option if you like.

Bean, Rita M. (2015) *The Reading Specialist, Third Edition: Leadership and Coaching for the Classroom, School, and Community*. New York. The Guilford Press. (3rd Edition)

REQUIREMENTS:

- Assigned textbook readings.
- Participate in weekly forum sessions on Blackboard.
 - Submit individual responses to “Questions” asked by teacher at designated times.
 - **Reading Reflections**
 - **Peer Responses**
- **Reading Paper**
- **Successful Reading Program Binder**

GUIDE:

Assigned Textbook Readings

Prepare to discuss and reflect on the readings from the textbook. While you are reading, think about how what you are reading is going to affect you and the students in your reading program. Make every reading assignment about you and your students. The content presented in your textbook is an important component of this course.

The most effective learning is collaborative and social, rather than competitive and isolated. Our goals are to learn how to help the students in our schools become productive readers with a life-long love of learning using the most individualized and research-based methods and strategies.

Research indicates that students learn most effectively when they engage in their own learning by writing about and reflecting on new information, by relating new information to past knowledge, and by applying new information to their daily lives.

Reading Reflections and Peer Responses

The reading assignments will be graded in two parts. PART I is the first grade for the reflections you write while reading the textbook assignments. PART II is for the responses you write to at least two of your peers.

Part I

Reading Reflections

In an effort to absorb, remember, and be able to put into practice the theories and strategies presented in your textbook, write your reactions to and reflections on the reading as you read.

This will ensure that your writing directly reflects your feelings and ideas. Include an entry of a minimum of one-half to one single-spaced page for each chapter you read. Provide a heading for each chapter separately (Chapter 1, Chapter 2) in a single Discussion Board post.

Before you begin writing your reflections, study the rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Grading Rubrics.) As you write, remember that a reflection is not a summary of the chapter. In your reflection, you will explore what you can do with one or more of the ideas you encounter in each chapter. As you reflect, ask yourself questions; make text-to-self, text-to-world, and text-to-text connections;

pose “I wonder...” queries; probe your reactions to the suggestions; imagine how you may use the information you are reading about in your school reading program.

Submit your Reading Reflections to Blackboard/Discussion Board/Reflections. This is the first part of your grade. (Please check actual time deadlines.)

*****Please remember when submitting any assignment, put your name and title/label of your writings. This helps when I grade your work.**

Class begins June 1 and ends July 5.

Reflections #1-4 Due: June 6
Chapters 1-4

Reflections #5-8 Due: June 13
Chapters 5-8

Reflections #9-13 Due: June 20
Chapters 9-13

Reflections #14-16 Due: June 27
Chapters 14-16

Part II

The Peer Responses

Before you begin your peer responses, study the rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Grading Rubrics.)

When you receive your classmate’s reading reflections, read and respond to his/her comments and ideas. Some of you have extensive classroom experience, some of you are still preparing for your teaching careers. This is where we share our knowledge and learn from each other.

The ideal feedback is specific and can include recommendations. (I agree with your idea, and I would add...; I disagree with your assessment of ...because...; I was confused by what you said about... Did you mean...; Could you expand on that idea by including...; When you mentioned...).

Be kind and considerate with your comments, but if you only say things like “Great idea!” you are not helping your classmates or your grade. Elaborate and use your own experiences.

One sentence responses deserve one digit grades.

Submit your Peer Responses to Blackboard/Discussion Board/Reflections. This is for the second part of your grade. Title (in the subject line of your discussion board post) the response with the individual names of your classmates to whom you are responding. You should choose two classmates to respond to each time. This is your choice, but I would like you to try and talk to each classmate during the duration of the course. You will learn a lot

more from talking to various people instead of limiting yourself to just a couple of the same or only your friends.

Peer #1 Due: June 7

Peer #2 Due: June 14

Peer #3 Due: June 21

Peer #4 Due: June 28

ASSIGNMENTS in DETAIL:

- **Reading Paper: Submit through the Assignment Tool in Blackboard using the submission box. Do NOT email it to me.**

In your paper you will research reading programs at the elementary, middle school and the high school levels. After researching by asking teachers/administrators about their programs, reading current articles, and using your own experiences, write a paper discussing what kind of need is there for reading instruction on those levels. Also include your opinion on whether reading instruction is warranted especially in high school and why. What are the differences in the instruction? What should instruction be based upon in the different levels? Is it important for high school students to receive reading support or even need a reading class in high school?

Please give elementary, middle, and high school equal attention in this paper. I encourage you to use your own creative title for this paper. I realize it is summer, but administrators are still working until at least the second week in June. You may use colleagues for your information as well. Please read some outside sources on this topic and include your research in your paper.

READING PAPER PARAMETERS:

- **Three to four page**
- **Double-spaced**
- **One-inch margins**
- **Times New Roman**
- **12 Point Font**
- **Include a heading with your name and date**
- **Title**

Your SRP (Successful Reading Program) Virtual Binder:

***This project should be an on-going project throughout the session. I encourage you to mark places in your book that will be useful for you to fulfill this assignment. Please DO NOT wait until that last week to try and get all of this completed. As you read, start building your virtual/hard copy binder. As we do our readings, I will send reminders of which parts you should be working on or have completed.**

The Successful Reading Program Virtual Binder will be turned in to me on Blackboard by July 1 at noon. No late work will be accepted. **It will be a virtual assignment located in Blackboard/Assignments for directions to submit.** Use the templates created for you to add the information and/or your links. If you only use a link, please make sure the link works. If I cannot open the link, I cannot grade it properly. If it specifies, “no links,” please do not use links.

It must include a **Table of Contents (12 items)**. The headings below will serve as your table of contents. Please include these headings at the top of each page. Since this is a virtual binder, the headings must be at the top of each page.

The necessary components are found below. You are designing the perfect program that you can and will use when you become a reading specialist/school administrator. Although you are turning in your assignments for the SRP Binder to me, you need to print the materials and put them in a notebook, so that you will have a hands-on ready notebook to use. **I can't stress enough to you that you must make a hard copy for yourself.**

You will notice that under each part below it says either "no links" or links may be used". This means that on your SRP Binder Template where you will put your work, you may use a link with an explanation or in some cases you must put the entire information. BUT... I do want you to print out FULL copies for yourself and place in your hands-on binder that you should be keeping. **I cannot stress enough how important that will be in your future as a reading specialist or as an administrator.**

Your SRP Virtual Binder will include:

1. **Title page** including name, date, class
2. **Vision Statement:**
 - A Vision Statement reflecting your philosophy for your program. You may use your school's vision/mission statement as long as it pertains specifically to the reading program.
 - You can find numerous examples of vision/mission statements online, but please make it your own.
 - No links.
2. **Roles:**
 - Describe the roles and responsibilities of the **reading specialist, classroom teacher, Administrator, and parents**. Include how each one supports the other in the SRP. (Use your text.)
 - No links.

Curriculum and Instruction:

1. **Standards:**
 - Texas Essential Knowledge and Skills (TEKS) for Reading and Writing of K-12.
 - The NCTE Standards
 - May use a link. (You still need a printed copy for your actual notebook.)
1. **DATA for Curriculum and Instruction:**
 - The procedure by which you plan to **identify** the appropriate reading program for your district/campus.
 - What data will you use to decide what is best for your campus?
 - List any and all-available resources/materials of Curriculum and Instruction that you might use.
 - No links.
1. **Research Based Articles: (All links must be annotated.)**
 - Show the research used in selecting your program using at least three research-

- based articles. Include at least **three** current articles based on implementing reading programs using best practice. Current can be within the past year.
- Do not use program ads such as for Accelerated Reader or CSCOPE. There are many great articles about these, but they should not be from those particular sites.
- May use links.

1. **Methods:**

- List organizational strategies you will use to implement the reading program in the school.
- Specific Reading and Writing strategies used in the classroom that could help teachers with their students.
- Describe the methods used in which to choose an effective school committee to ensure success of the reading program. Who will you choose to make your committee the best it can be in your school?
- Professional Development – What kind? What would be most beneficial?
- Committees (Who, What, When, Where, Why?) Purposes of the committees. NO LINKS.

1. **Advertisement:**

- Design a parents/community informational flyer/brochure to promote “buy in” to your reading program.
- This needs to be a realistic informational flyer that you might actually like to use one day.
- You are selling your reading program to parents, the community, and the administration.
- Include an explanation of the role of the Reading Specialist.
- Overview of your program in a nutshell.
- How will you appeal to the culturally diverse, to the parents, and students?
- No Links.

Assessment

1. **Assessments:**

- Include an assessment plan, using **(5) formal and (5) informal assessments** used to determine progress in reading. You may include more if you like.
- Use specific examples of assessments that are current. (The text mentions many examples). Look for them while you are doing your readings.
- I encourage you to read/include the STAAR/EOC test and information about it that you find.
- For the five examples: one will be for elementary, one for middle, and one for high school grades. The other two are your choice.
- Explain each assessment... What grade level, What will the data prove?, Why would you use this assessment?
- Make sure these are research-based examples.
- I would like the list of assessments, and then you may add a link for the actual example. You may not be able to find the actual test, but a link to the vendor is fine.
- No Links.

1. **Reading Paper**

- Please include a copy of your paper on the template and in your hands-on notebook.

1. External Links (All links must be annotated.)

- You need to include at least SIX of the External Links from Blackboard and FOUR that you find elsewhere that you feel may be beneficial to you in the future. I will be showing those intermittently throughout the class as different subjects arise.

1. Pictures

- Please send me 3-5 pictures of your actual binder. Include one picture of the entire binder, one of the front, and then choose some other pictures from within to send me.
- **Please email these to me.** Send these when the binder is due.

1. Powerpoint Presentation

- Please make a simple yet professional presentation that you would show teachers and administrators about your Reading Program.
- Include their roles as it relates to the reading program along with important points on a successful program and its components.
- Remember you are “selling” this program and you need “buy in” from the audience, so it should make a positive influence.
- You may use Prezi if you want instead of a Powerpoint.

*****This notebook is for YOU to use in your career. Think about that when you are designing it. Be creative, charts work well. What do you like to look at? The more cohesive the better for you. If you want to add information that you feel is important, feel free. Don't overthink this project, it is a hands-on notebook for you to get your reading program going and successful.**

GRADING:

Weekly Reflections

Reflections #1-4 Due: June 6 30 pts

Chapters 1-4

Reflections #5-8 Due: June 13 30 pts

Chapters 5-8

Reflections #9-13 Due: June 20 30 pts

Chapters 9-13

Reflections #14, 15, Ch. 8 Due: June 27 30 pts

Chapters 14, 15, and Ch. 8 in Bean Book.

Weekly Peer Responses

Peer #1 Due: June 7 30 pts

Chapters 1-4

Peer #2 Due: June 14 30 pts

Chapters 5-8

Peer #3 Due: June 21 30 pts

Chapters 9-13

Peer #4 Due: June 28 30 pts
Chapters 14,15, Ch. 8 Bean book.

Reading Paper Due June 24 100 pts

Perfect Reading Program Individual Project Due July 1 by NOON

Vision Statement	75 pts	
Roles	75 pts	
Standards	50 pts	
Data for C & I	75 pts	
Research Based Articles	30 pts	
Methods	100 pts	
Advertisement	50 pts	
Assessments	75 pts	
School Program Paper	10 pts	
External Links	10 pts	more.....
Pictures of Binder	20 pts	
PPT Presentation	90 pts	

TOTAL POINTS

SCALE:

A = 900-1000

B = 800-899

C = 700-799

F = 600-699

Grading and Grading Policy

- **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** Assignments are due at 11:55 p.m. on the dates posted on the Course Calendar – Assignment Schedule.
- No extra credit points are available.
- There are no incompletes for this course.
- Stay in touch. Email is the best way to contact me. I check my email often, including weekends. Please use my email at cfox@alpine.esc18.net if you want a quick response.
- I reserve the right to make adjustments to this syllabus based on changes that may occur during the summer session.
- Do not panic or stress over technology issues or course content issues. Contact Sandy (sbogus@sulross.edu) for help with technology issues. Contact me for help with course content issues.
- Helping you have a successful learning experience is our goal.

Distance Learning Absences Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including web-based, online, and ITV

courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In a web-based, online and ITV courses this policy is interpreted as not participating for more than three weeks in a long semester, one week in a summer session or three days in a mid-winter session. Any student dropped for a non-participation will receive an F in the course dropped. Inactivity may include the following.

- **Not logging in to the course**
- **Not submitting assignments**
- **Not participating in scheduled activities**
- **Not communicating with the instructor by phone or email**
- **Not following the instructor's participation guidelines stated in the syllabus.**

HB 2205 "Effective September 1, 2015 a person may not retake a TExES examination more than four times." The exact language is below:

Section 21.048, Education Code, is amended by amending subsection (a-1) and (c-1) and adding subsections (a-2) to read as follows:

(a-1) The board may not require more than 45 days elapse before a person may retake an examination. A person may not retake an examination more than four times, unless the board waves the limitation for good cause as prescribed by the board.

(a-2) For purposes of the limitation imposed by subsection (a-1) on the number of administrations of an examination, a person who initially took an examination before September 1, 2015, may retake the examination up to four times after that date, regardless of the number of times that the person attempted to perform satisfactorily on the examination before that date. This subsection expires September 1, 2018.