Dr. Gina L. Stocks
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Office Hours:
Monday, Tuesday Wednesday 8:30-12:00
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 one the integration of reading and writing skills and diagnostic principles and procedures in the classroom instructional program. This course Intends 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 ability as well as effective communication and facilitation skills to effect positive change in school reading programs.

## Reading Specialist Standards & Competencies

### Domain II – Instruction and Assessment: Resources and Procedures

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.

### Domain III – Meeting the Needs of Individual Students

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.

### Domain IV – Professional Knowledge and Leadership

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.

**Student 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 effective 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.  Class meetings and/or individual conferences may be scheduled throughout the semester if the need is warranted. Each student will participate in an end of course conference where they will present their portfolio of reading reflections and assignments.

**Course Text**
Lassonde, C. and Tucker, K. (2014). *The literacy leadership handbook. Best practices for developing professional literacy communities*. New Jersey: Pearson.

Vogt, M. and Shearer, B. (2011). *Reading specialists and literacy coaches in the real world*. Boston: Pearson.

**Methods of Evaluation and Grade Assignment**
- School Wide Reading Program – Due September 16, 2016
  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.
- Students are expected to complete 10 hours of observation during the semester. These observations are specific to reading programs and can take place in various campus or district level settings. An observation log of your hours will be submitted at the end of course 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, assessment methods used, student to teacher ratio, reading strategies or techniques used, student response, etc…

- Each student will create a portfolio to be reviewed at an end of semester. The portfolio will include written reflections of chapter readings, text assignments and observation logs with notes. Your course grade will be determined by the thoroughness of your portfolio. I am very willing to review your portfolio throughout the semester to ensure adequate coverage of required content. There is not a required time frame in which each text needs to be covered. You will make that decision to best suit your schedule. There will be monthly dates set throughout the semester for status updates (in person and/or via virtual conference). Portfolios will be due no later than December 2, 2016.

**Dropping a Class**
During the course of a semester, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding your consideration to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so by November 11, 2016. A professor can also drop a student for non-participation which will result in an "F".

**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 in 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.

**University Services**
As an active student at RGC, you have access to several services (free of charge) intended to support your instruction and learning. **Smarthinking** is an online tutorial service where you can locate a one-on-one tutor for a variety of content subjects. They also offer a variety of writing support services like proofreading and editing your papers prior to submission. Each campus also has a writing center if you would rather sit with an actual tutor and have them assist with reviewing assignments and writing tasks. Additionally, as an RGC student, you each have access and use of **Office 365** which offers a wide range of applications. In addition to online use, you have the ability to download the suite on up to 5 computers (PC or Mac). In addition to all the most updated functionality of programs you are accustomed to using (Word, PowerPoint, Excel, Skype, etc…) this subscription offers you 1 TB of cloud-based storage. I encourage you to become familiar with Office 365 as we will be utilizing many of the application this semester. There will be a handout made available in Blackboard which details login information and includes instructional support videos.

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

**Status Update Dates: The following dates will be set aside for conferences regarding your course progress. Conferences can be scheduled either face-to-face at my Uvalde office or conference can be conducted via Collaborate (web-based).**

**September 16: First report will serve as your monthly conference.**
**October 20:**
**November 17:**
**December 2: Portfolio Review will serve as your monthly conference**

Vogt & Shearer Text:
Portfolio submissions will include a minimum of one topic from each of the sections below. Written responses can be hand written or computer generated. In addition to the textbook, you will be asked to locate a minimum of one supporting scholarly article or research review which you will include in your argument. Each response should be a thorough reflection of both personal experience, interpretation and text grounding. Material copied directly from the text will not be accepted. Please edit your work before your final review and consider using an APA manual for proper citation procedures.

## *Examining the Historical Context for Teaching Reading*
**A1.** Discuss the historical context of reading instruction. Explain the benefit of reading personnel understanding this context.

**A2.** Explain why literacy professionals need to understand the influences of methods and approaches to teaching reading that have been used in the United States.

**A3.** Explain what is meant by evidence-based practice and programs and explain how literacy professionals can foster such practices.

**A4.** Describe how legislation has altered reading instruction.

## *Serving as an Elementary, Secondary, or District-Level Reading Specialist or Literacy Coach*
**B1**. Discuss the causes and effects of the evolution of reading professionals over time.

**B2.** Explain the difference in roles and responsibilities of Reading Specialists and Literacy Coaches.

**B3.** Describe school-site Reading Specialists and district-wide Reading Specialists. Which do you feel would work best in your district, and why?

**B4.** What is James Gee referring to as your *affinity group*, and why are they important to your success as a literacy professional?

## *Reading Specialists and Literacy Coaches: Leading a Collaborative Vision*
C1. Describe the difference between the common core standards and state standards (TEKS).

**C2**. Explain the justification for and process of establishing a literacy team.

**C3.** A vision statement serves what purpose? What type of information does a vision statement include? (Include any specifics you might have found when researching your district or school vision statement.)

## *Determining a School's Literacy Needs and Developing a Plan*
**D1.** Consider the student population and community where you currently work. How would these factors influence your develop of literacy standards if you were put into the role of campus/district specialist?

*Matching Context to Students: Assessment as Inquiry*
**E1**. Explain your plan for assessing schoolwide or districtwide literacy needs.

*Differentiating Instruction to Meet Learners' Needs: Framing literacy Intervention*
**F1.** Explain how the RtI structure benefits all students. Be sure to explain the purpose of RtI and include terms such as screening, progress monitoring, tiers, and intervention.

*Language and Literacy Development for English Learners*
**G1.** Discuss effective strategies that influence English language learning.

*Planning and Implementing Multidimensional Professional Development*
**H1**. Discuss your personal experiences with professional development as it relates to your current position.

**H2.** Describe a literacy based demonstration lesson you feel capable of providing for your campus.

*Moving the Field Forward as Leaders and Literacy Advocates*
**J1.** Discuss the role of teachers and specialists as literacy advocates.

**J2.** Share your personal experiences with professional organizations. How would being a part of a professional organization influence your role as a teacher?

Portfolio submissions will include the following activities from the Lassonde & Tucker text:

| Chapter | Assignments |
| --- | --- |
| Chapter 1 | Classroom Activity ( pg. 18) |
| Chapter 2 | Classroom Activity (pg. 42) |
| Chapter 3 | Professional Dev Activity (pg. 61) |
| Chapter 4 | Professional Dev Activity (pg. 81) |
| Chapter 5 | Classroom Activity (pg. 102) |
| Chapter 6 | Classroom Activity (pg. 121) |
| Chapter 7 | Classroom Activity (pg. 137) |
| Chapter 8 | Classroom Activity (pg. 149) |