Syllabus | Organization and Supervision of Reading Programs

ED 6317 Spring 2019

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Office Hours
Tue 10-5 pm CST
Thu 9- 11:30 am. CST

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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 graduate students seeking certification in administration or in becoming a reading specialist.

Performance Standards, Goals, and Learning Objectives

ED 7304 contributes to the following Program Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs) or TExES Competencies:

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.

ED 6317 will address the following Student Learning Outcomes (SLOs):
Upon successful completion of this course, the student will be able to:

• Students in the Reading Specialist Program will apply knowledge of the theoretical foundations of literacy. Students will demonstrate this skill by effectively analyzing and interpreting current theories and trends in literacy and modifying this information as appropriate for the ability levels and diversity of children.

• Students in the Reading Specialist Program will apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12. Students will demonstrate this skill by effectively choosing and modifying research-based reading strategies as appropriate for the ability levels and diversity of children in their school districts.

• Students in the Reading Specialist Program will interpret literacy assessments appropriate to the levels of early childhood through grade 12. Students will demonstrate this skill by analyzing and interpreting informal reading inventories and using the findings to design programs to strengthen and expand the reading abilities of children.

Reading Specialist Standards & Competencies
The four standards and fourteen competencies are listed below. The intern seeking a Master of Education Reading Specialist Degree or the intern who holds a Master's Degree and wants to add a Reading Specialist Certification should have a complete copy of the Reading Specialist (151) Standards and Competencies for reference. A PDF of this document can be found at:

[https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

Texas Administrative Code

**TITLE 19** EDUCATION

**PART 7** STATE BOARD FOR EDUCATOR CERTIFICATION

**CHAPTER 239** STUDENT SERVICES CERTIFICATES

**SUBCHAPTER D** READING SPECIALIST CERTIFICATE

[Reading Specialist ED-Grade 12 Standards](#)
Materials

Required Texts


ISBN-10: 0807754803

Recommended Texts

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.


Assignments and Grades
<table>
<thead>
<tr>
<th>Mod/Assn#</th>
<th>Assn Name</th>
<th>Type of Assignment</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mod1Assn1</td>
<td>Discussion - Introductions</td>
<td>Post an &quot;Introduction&quot; discussion post and meet your classmates.</td>
<td>30</td>
<td>Jan. 28</td>
</tr>
<tr>
<td>Mod1Assn2</td>
<td>Reading Reflections 1</td>
<td>Read the Wepner &amp; Strickland text chapters 1-3 and Bean Chapters 1-2. Join and post your assignment Reading Reflection as a discussion post.</td>
<td>30</td>
<td>Feb. 4</td>
</tr>
<tr>
<td>Mod1Assn3</td>
<td>Peer Review 1</td>
<td>Review peer’s discussion reading reflection 1 and provide at least 2 peer reviews.</td>
<td>30</td>
<td>Feb. 4-6</td>
</tr>
<tr>
<td>Mod2Assn1</td>
<td>Reading Reflections 2</td>
<td>Read the Wepner &amp; Strickland text chapters 4-6 and Bean Chapters 3-4. Join and post your assignment Reading Reflection as a discussion post.</td>
<td>30</td>
<td>Feb. 11</td>
</tr>
<tr>
<td>Mod2Assn2</td>
<td>Peer Review 2</td>
<td>Review peer’s discussion reading reflection 2 and provide at least 2 peer reviews.</td>
<td>30</td>
<td>Feb. 11-13</td>
</tr>
<tr>
<td>Mod2Assn3</td>
<td>Vision Statement</td>
<td>Vision Statement for Individual Project</td>
<td>75</td>
<td>Feb. 18</td>
</tr>
<tr>
<td>Mod2Assn4</td>
<td>Roles</td>
<td>Roles for Individual Project</td>
<td>75</td>
<td>Feb. 25</td>
</tr>
<tr>
<td>Mod2Assn5</td>
<td>Standards</td>
<td>Standards for Individual Project</td>
<td>50</td>
<td>Feb. 25</td>
</tr>
<tr>
<td>Module 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mod3Assn1</td>
<td>Reading Reflection 3</td>
<td>Read the Wepner &amp; Strickland text chapters 7-11 and Bean Chapters 5-9. Join and post your assignment Reading Reflection as a discussion post.</td>
<td>30</td>
<td>March 4</td>
</tr>
<tr>
<td>Mod3Assn2</td>
<td>Peer Review 3</td>
<td>Review peer’s discussion reading reflection 3 and provide at least 2 peer reviews.</td>
<td>30</td>
<td>March 4-6</td>
</tr>
<tr>
<td>Mod. 3 Assn3</td>
<td>School Reading Paper</td>
<td>School Reading Paper Due</td>
<td>100</td>
<td>March 25</td>
</tr>
<tr>
<td>Mod3Assn4</td>
<td>Research Based Articles for Project</td>
<td></td>
<td>30</td>
<td>March 25</td>
</tr>
<tr>
<td>Module 4</td>
<td></td>
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</tr>
</tbody>
</table>
| Mod4 Assn1 | Reading Reflection 4     | Read the Wepner & Strickland text chapters 12-16 and Bean Chapters 10-12. Join and post your assignment Reading Reflection as a discussion post. | 30     | April 1
<table>
<thead>
<tr>
<th>Mod/Assn#</th>
<th>Assn Name</th>
<th>Type of Assignment</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>assignment Reading Reflection as a discussion post.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mod.4Assn2</td>
<td>Peer Review 4</td>
<td>Review peer’s discussion reading reflection 4 and provide at least 2 peer reviews.</td>
<td>30</td>
<td>April 1–3</td>
</tr>
<tr>
<td>Mod.4Assn3</td>
<td>Data for C &amp; I</td>
<td>Data for C &amp; I for Individual Project</td>
<td>75</td>
<td>April 8</td>
</tr>
<tr>
<td>Mod.4Assn4</td>
<td>Methods</td>
<td>Methods for Individual Project</td>
<td>100</td>
<td>April 8</td>
</tr>
<tr>
<td></td>
<td><strong>Module 5</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mod.5Assn1</td>
<td>Advertisement</td>
<td>Advertisement for Individual Project</td>
<td>50</td>
<td>April 15</td>
</tr>
<tr>
<td>Mod.5Assn2</td>
<td>Assessments</td>
<td>Assessments for Individual Project</td>
<td>75</td>
<td>April 15</td>
</tr>
<tr>
<td>Mod5Assn3</td>
<td>Final Virtual Reading Program Binder Website</td>
<td>Virtual Reading Program binder will be placed on a Google or Weebly site &amp; published.</td>
<td>660</td>
<td>April 29</td>
</tr>
<tr>
<td>Mod.5Assn4</td>
<td>Presentation</td>
<td>Class presentation on Virtual Reading Program from 5-7 pm CST. It is expected that you present and attend all peer presentations.</td>
<td>100</td>
<td>May 2</td>
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**SUBTOTAL:** 1660

**TOTAL POINTS:** 1660

Details for each of these assignments are posted on the Blackboard class website.

The grading policy for this course is as follows: **1400-1660** equate to an A,

1300-1399 equate to a B  
1000-1299 equate to a C  
999 or less receive an F.

**ASSIGNMENTS in DETAIL:**

**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 1/2 page 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 will be graded. (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 the Discussion Assignment link in the module in blackboard. This is the first part of your grade. (Please check actual time deadlines.)

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 will be graded. (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. Provide further resources and research, following APA format.

A one sentence responses deserve one digit grades.

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

Students will conduct and interview and research reading programs at the elementary, middle school and the high school levels. Research will begin by interviewing a reading specialist or education leader about a reading program serving K-12 students. After researching by asking teachers/administrators about their programs, reading current articles, and past experiences, students will write a paper in APA format discussing what kind of needs are identified in reading instruction at the elementary, middle, and high school level. Also include an 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. Use a 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.
**Your SRP (Successful Reading Program) Virtual Binder (Website):** PLEASE READ:

*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 url will be turned in to me on Blackboard by June 27 at midnight. No late work will be accepted. **It will be a virtual assignment located in Blackboard/Assignments for directions to submit.**

It must include a [menu (like a table of contents) of 12 items](#) The web menu 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 and website will include:**

**Home Page (Webpage)/Title Page (Hard Copy)**

1. **Title** 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.
   - Image (Follow Copyright and Acceptable Fair Use Policies)
3. **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.)

**Curriculum and Instruction Page:**

3. **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.)
4. **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.

5. **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 Texas Resource System. There are many great articles about these, but they should not be from those particular sites.
   - May use links.

6. **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.

7. **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 Page**

8. **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.

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

10. **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.

**Professional Coaching Page**

11. **Reading Specialist Resume**
• Please place a link in your website to include a professional resume or vita. Print your resume to place in your physical binder.
• Contact Information

12. **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 Google Slide, PowerPoint, or Prezi.

***This virtual website and hard copy 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.

**Blackboard and Online Access**

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will need a computer, webcam, and microphone for the individualized study in this course. THERE IS ONE CLASS MEETING, USING BLACKBOARD COLLABORATE, VIRTUAL CLASSROOM.

**Learning Environment & Grading Policy**
Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I’s (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a “0”, the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartze@sulross.edu

And don’t forget, we offer personal counseling services for students, faculty and staff.