

Sul Ross State University

Organization and Supervision of Reading Programs

EDSR 6317

Course Syllabus

Office: A121

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Virtual Office Hours: T/Th Tuesday & Thursday 9:00-1:00, Wednesday Virtual 10:00-12:00, Friday by appointment

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. Candidates enrolled in this course must possess a strong understanding of the reading/writing process or administration background. The course is intended for graduate candidates seeking certification in administration or in becoming a reading specialist.

Performance Standards, Goals, and Learning Objectives

Program Learning Outcomes

The graduating reading specialist candidate will demonstrate that she/he can

- Apply knowledge of the theoretical foundations of literacy to the include all components of reading.
- Implement, interpret, create and apply literacy assessments appropriate to the levels of early childhood through grade 12
- Identify and develop an instructional plan to meet the needs of individual candidates, influencing their literacy development and second language acquisition to promote literacy and apply knowledge to assist the struggling reader, including English language learners, dyslexia, and exceptional candidates.
- Design, plan, implement, collaborate, and communicate with professional stakeholders research-based literacy curriculum approaches to address the needs of all candidates.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

- Candidates in the Reading Specialist Program will apply knowledge of the theoretical foundations of literacy.
- Candidates 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.
- Candidates in the Reading Specialist Program will apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12. Candidates 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.
- Candidates in the Reading Specialist Program will interpret literacy assessments appropriate to the levels of early childhood through grade 12. Candidates 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.
- Candidates will incorporate a leadership role in developing a needs assessment to use in the designing, implementing, and creation of a literacy program.
- Candidates will develop a grant proposal that encompasses a literacy needs assessment to seek funding of a literacy program.

Marketable Skills:

- **Communication**: Students will communicate to all stakeholders using a variety of mediums to include academic writing, visually, and orally.
- **Critical Thinking**: Students will analyze various strands of discrete data to support planning and decisions.
- **Digital Technology**: Students will understand and be able to apply and integrate technology in multiple professional settings.
- **Collaboration**: Students will engage in various digital mediums to facilitate collaborative workflows.
- **Creativity**: Students will be able apply innovative approaches and problem solving techniques to apply creative solutions to improve academic performance.
- **Organization**: Students will demonstrate organizational skills to effectively manage time and meet deadlines.

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

- **Standard 1: Components of Reading**: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.
- **Standard 2: Assessment and Instruction**: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all candidates.

- **Standard 3: Strengths and Needs of Individual Candidates:** The Reading Specialist recognizes how the differing strengths and needs of individual candidates influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.
- **Standard 4: Professional Knowledge and Leadership:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all candidates; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

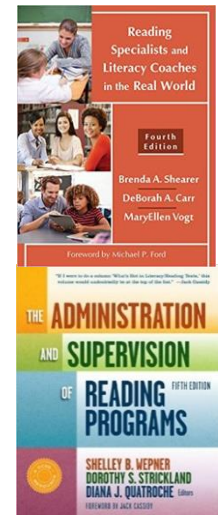
Materials : Required Texts

Shearer, B. A., Carr, D. A., & Vogt, M. (2019). *Reading specialists and literacy coaches in the real world*. Long Grove, IL: Waveland Press. ISBN 13 9780135175439

Wepner, S. B., Strickland, D. S., & Quatroche, D. J. (5th Eds.). (2013). *The administration and supervision of reading programs*. Teachers College Press.

ISBN-13: 978-0807754801

ISBN-10: 0807754803



Course Format

This is an online course. Online learning is a different kind of experience from the traditional face-to-face course. Although online courses can be a convenience, you will shoulder a greater responsibility for your own learning. Four points are critical to your success in this online course:

- Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point one. Consult the syllabus and calendar to know what to do within each module. Read the syllabus and calendar carefully. Study the syllabus and calendar. Follow the syllabus and calendar.
- Your commitment to a consistent and continual effort is point two. Work daily. Do not wait until the last minute to rush through assignments. Schedule time for reading, reflecting, communicating with your classmates and preparing assignments. Log on to your SRSU email account and Blackboard a minimum of twice a week to check for messages, announcements, or other developments. Contact your instructor when you have questions or concerns.
- Your ability to devote a minimum of 6 - 8 hours per week to your course work is point three. If you don't have that kind of time right now, drop the course and take it later. A grade of "Incomplete" will not be given in this course. Assignments will not be accepted after the due date for credit.

- Your determination to maintain a sense of adventure is point four. Sharpen your coping skills. We're all learners. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source but have a back-up plan. Contradictions, ambiguities, and change are natural states of affairs.

Grading

- No late assignment will be accepted after its due date without prior instructor consent. Blackboard will notate if your assignment is "late". Though late work will not be calculated into your grade, you will often receive feedback on quality of work. This policy is to support the Organization marketable skill development.
- Candidates seeking graduate level degrees in the field of education are expected to demonstrate proficiency in oral and written language; therefore, all assignments are expected to follow standard English sentence structure with appropriate use of grammar and usage. Oral presentations will also be assessed for appropriate articulation and use of academic vocabulary. All submitted documents will be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
- All assignments are due at 10 pm on the designated date.
- There are no optional assignments in this course. All assignments are representative of required skills that must be demonstrate. Please do not request opportunities for "extra credit" to replace assignments that are missed or poorly executed.
- Do not ask for preferential treatment regarding course grading policies or deadlines. Each student in this class has a unique set of circumstances and while it is not uncommon for you to face challenges throughout the session or semester, it is expected that you will mee the course expectations as stated. My expectation is that everyone adheres to the same policies. No student should expect treatment that would not be offered to the entire class, so please do not ask for exceptions.

Understanding Grades:

This is a graduate level course which implies a higher level of learning. Graduate students are expected to perform at a level that demonstrates critical thinking and application rather than an ability to "*regurgitate text on a literal level*". Look for opportunities to make connections between course content and your personal and professional experiences. Depending on your background knowledge and experience with certain concepts, you may need to go over some of the readings several times or even consult outside resources.

While there has been a steady increase in completion of master's degree programs across our nation, less than 13% of the American population has an advanced degree: Master's, Professional and/or Doctorate. (U.S. Census Bureau, 2019). This degree and the training that accompanies it is meant to represent that higher attainment of knowledge and preparedness. You are expected to demonstrate that level of achievement in all your course tasks, your interactions, and the work you do as a result of this advanced degree. Additionally, I expect that you encounter personal growth as well. Everyone has something to

learn and committing to a graduate level degree should be a challenge. Take this opportunity to delve deep into content, sharpen your communication skills and develop your professional self. I expect that you will work beyond your comfort zone.

Course grades are not meant to be elusive. It is important to understand what constitutes a grade. Grades are reflective of not only your ability to meet assignment criteria, but to the extent you met them. Remember that simply satisfying the criteria of an assignment is not the equivalent of 100%.

Some students think that merely meeting an assignment expectation warrants the highest level of performance, but that is not the case. Review the below descriptions of each letter grade and contemplate what goal you are going to set for yourself during this grading period. Work toward that goal realistically.

A – A work exhibits excellent work that demonstrates not only a clear understanding of the material (content) but also a superior ability to utilize that material in the assignment submitted.

Not only is all

criteria met, the student's work goes beyond the task and contains *additional, unexpected* or *outstanding features*.

B – B work represents solid work that demonstrates a good understanding of the material under study and utilizes material well in assignments submitted. The student meets the assignment criteria, with few errors or omissions.

C – C work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. The work meets the minimum assignment criteria.

D – D Work fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – F Work is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

Personal Introduction Discussion Board (50 points)

Take the time to introduce yourself to your peers. In your instruction discussion post, share the following information in narrative style.

- Your Educational Background and Teaching Experience
- Where you are currently employed and your role
- What compelled you to continue your education?
- Goals for the semester
- Fun Fact
- Picture or avatar that represents you

After submitting your post, please respond to at least 2 of your peers.

Reading Reflections and Peer Responses (4 @ 50 each = 200 points Total)

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. Both must encompass support and the use of APA.

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. Each module reading spans several chapters of text reading from both texts. You are not responding to all content; rather, select ideas that resonate with you most. This may be because of familiarity or perhaps because these ideas are new. Try to incorporate ideas from both texts in your reflection. It is fine if you cannot draw explicit connections, but make sure you appropriately make necessary transitions in your writing. As you write, remember that a reflection is not a summary of the chapters. 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. Reflections are also an appropriate place to extend on the author’s ideas and even post questions.

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.) Reading reflections should be a minimum of 500 words.

Part II

The Peer Responses

When you review 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 response deserves a one-digit grade. Each peer response should be a minimum of 250 words.

Needs Assessment (100 points)

Candidates will research reading programs at the elementary, middle school and the high school levels. Additionally, contact any community organizations that offer literacy support for adults. Research will begin by interviewing a reading specialist or education leader about current efforts for reading and literacy support. After researching by asking teachers/administrators about their programs, reading current text chapters and articles, and past experiences, candidates will write a paper in APA format discussing the needs identified in reading instruction at the elementary, middle, and high school level. Also include whether additional 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 candidates to receive reading support or even need a reading class in high school? Use a creative title for this paper.

Literacy Program Virtual Binder/Website (650 Points Total)

*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.

Your virtual binder 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.

You are designing a realistic program that you can and will use when you become a reading specialist/school administrator. Although you are submitting this electronic binder (link) to me, you need to print the materials and put them in a notebook, so that you will have a hands-on ready notebook for future use. **I can't stress enough to you need to 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 LP 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.

Your LP Virtual Binder/website will include:

Home Page

1. **Title** including name, date, class (Be creative with your title.)
2. **Vision Statement: (75 Points)**
 - o A Vision Statement reflects your philosophy for your program. You may

use your school's vision/mission statement as long as it pertains specifically to a 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: (75 Points)

- Describe the roles and responsibilities of the **reading specialist, classroom teacher, Administrators or community stakeholders and parents**. Include how each one supports the other in the LP. Your texts offer reliable information for this task.

4. Standards: (25 Points)

- Texas Essential Knowledge and Skills (TEKS) for Reading and Writing of K-12.
- The NCTE Standards
- May use a link.
-

Curriculum & Instruction

5. Instructional Design and Evaluation: (75 Points)

- The procedure by which you plan to deliver the appropriate reading program for your district/campus. This should be written in narrative style.
- What data will you use to decide what is best for your campus? (Hint...needs assessment)
- List any and all-available resources/materials of Curriculum and Instruction that you might use.
- Explain how you plan to monitor effectiveness of your program.
- Committees (Who, What, When, Where, Why?) Purposes of the committees.

6. Research Based Articles: All links must be annotated. (50 Points)

- Show the research used in creating your specific program using at least three research-based articles. Include at least **three** current articles based on implementing reading programs using best practice. Articles should be no older than 3 years.
- 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.

7. Best Practices, Strategies and Resources: (50 points)

- Describe best literacy practices and strategies you want to incorporate into the literacy program.
- Include specific reading and writing strategies that could be extended to general classroom instruction.
- What resources do you anticipate needing for success?

8. Advertisement: (50 Points)

- Design a parents/community informational flyer/brochure to promote “buy in” for your literacy program. This needs to be a realistic informational flyer that you might actually like to use one day.
- You are selling your program to parents, the community, and the administration.
- Include an explanation of the role of the Reading Specialist.

- Provide an overview of your program in a nutshell.
- How will you appeal to the culturally diverse, to the parents, and candidates?
- No Links.

Assessment Page

9. Assessments: (100 Points)

- 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.
- It is appropriate to use assessments that your current district employs, but do not assume your audience is familiar with your district assessments. Provide an explanation and justification for their use.
- Make sure your assessment choices are appropriate for the age and grade levels that your program will be addressing.
- Explain each assessment... What grade level, What will the data demonstrate? Why would you use this assessment?
- Make sure these are research-based examples.
- Provide an explanation of each assessment and a link is appropriate. You may not be able to find the actual test, but a link to the vendor is fine.

10. APA Reference page

Professional Coaching Page

11. Reading Specialist or Literacy Coach Resume

- Please place a link in your website to include a professional resume or vita.
- Link to your Professional Blog if appropriate
- Contact Information

12. Presentation (50 Points)

- Please make a simple yet professional presentation that you would show teachers and administrators about your Literacy 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, Prezi, etc.

***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. 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.

University Programs and Services:

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

SRSU Library Services.

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, <https://library.swtjc.edu>. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act:

RGC Disability Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students

with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801

Alpine Disability statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. 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.

It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Dropping a Class. During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by November 14, 2022 at 4:00 pm.

Bean, R. M. (3rd Eds). (2015). *The reading specialist: Leadership and coaching for the classroom, school, and community*. Guilford Publications.

Graham, S., Liu, X., Aitken, A., Ng, C., Bartlett, B., Harris, K. R., & Holzapfel, J. (2018). Effectiveness of literacy programs balancing reading and writing instruction: A meta-analysis. *Reading Research Quarterly*, 53(3), 279-304.

Shearer, B. A., Carr, D. A., & Vogt, M. (2018). *Reading specialists and literacy coaches in the real world*. Waveland Press.

Wepner, S. B., Strickland, D. S., & Quatroche, D. J. (2013). *The administration and supervision of reading programs*. Teachers College Press.