

**Literacy Program Leadership  
EDUC 621—Spring 2007**

**Instructor:** Dr. Janet L. Powell  
**Email address:** jpowell@csusm.edu  
**CRN No:** 22393  
**Office:** UH 418  
**Office Hours:** Mondays: 4:30-5:30 and by appointment  
**Phone :** 760-750-4319

**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

**Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(*Approved by CCTC in SB 2042 Program Standards, August 02*)

**Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions,

you cannot receive an A. **Because this course includes special guests, I expect you to arrive at least five minutes before class begins and be in your seat and ready to begin promptly at 5:30.** If you miss more than three class sessions you cannot receive a B. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact completing your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to speak with me about them.

**Course Description:**

Examination and practical experience of the leadership role and responsibilities of the literacy specialist in the public schools and the community

**Standard Alignment:**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Reading Certificate. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Standard 4

Planning and Delivery of Reading Instruction Based on Assessment

The program provides opportunities for each candidate to participate in the ongoing assessment and evaluation of students' reading and writing, including speakers of English and English language learners. Each candidate masters the planning and delivery of appropriate reading and writing instruction, based on formal and informal assessment and evaluation results, to meet the reading and writing needs of all students. Instruction in the program includes extensive candidate experience in the assessment and evaluation of student reading and writing, and emphasizes the relationship between assessment and instruction.

Standard 5

Intervention Strategies at Early and Intermediate Reading Levels

The program provides each candidate with knowledge of and ability to apply instructional models and strategies that align with ongoing assessment results. The program focuses on research-based intervention models that are effective at early and intermediate reading levels.

Standard 9

Curriculum and Instructional Practices

Each candidate demonstrates effective instructional practices and intervention models and strategies in reading and language arts instruction for English speakers and English learners. Each candidate demonstrates a thorough understanding of the research basis and theoretical foundations for alternative instructional practices and intervention models and strategies, and of fundamental issues related to these professional practices.

### Standard 10

#### Crosscultural Practices

Each candidate demonstrates the ability to respect, understand and teach students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences.

### Standard 11

#### Assessment, Evaluation, and Instruction

Each candidate demonstrates the ability to assess and evaluate students' needs, abilities and achievement by using a variety of measures: formal and informal; individual and group. Each candidate demonstrates the ability to apply what is learned through assessment and evaluation to the development and delivery of appropriate instruction in reading and language arts.

#### **CSTP Alignment:**

This course is designed to help teachers seeking the Reading Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective literacy program. The successful candidate will be able to merge theory and practice in order to realize a comprehensive, balanced reading and language arts program in their classroom and/or district. The following CSTPs are addressed in the course:

#### Primary Emphasis

CSTP # 3

Assessing Student Learning

#### Secondary Emphasis:

CSTP #6

Developing as a professional educator

#### **Course Objectives:**

The Successful Candidate will be able to merge theory and practice in order to implement a comprehensive and balanced reading and language arts program in their classroom, district, and community. The successful candidate will demonstrate skilled knowledge in the following areas:

- How to examine critical issues that will affect their schools and districts.
- How to work collaboratively with a variety of community members who have different agendas for literacy of children
- How to work effectively with Board members
- How to plan and deliver quality professional development activities
- How to support fellow staff members during the decision making process
- How to guide a group toward shared decision making

**Grades:**

Final grades will be based upon the student’s ability to demonstrate knowledge in the area of literacy development as it applies across the curriculum. Participation in all course activities is a CORE expectation. Grades will be based upon the following points:

Workshop Project	100 pts
Literature Circles	100 pts

Grading Scale (based on percentages of the above points):

100-94	A
93-91	A-
90-88	B+
87-84	B
83-81	B-
80-71	C

**Assignments:**

**Workshop Project (100 pts)**

Design a needs assessment to give to teachers at your school and your site principal to ascertain what literacy standards your school would like more training on.

Based upon the above needs assessment, you will need to design and present a standards based literacy workshop for your colleagues. Include in your project the standards you will be addressing, the grade levels it will be appropriate for, at least eight best research based methods for teaching those standards.

Schedule the workshop for late spring if possible and include the following for your write up for this class:

- A) An abstract description for your workshop
- B) An opening for your workshop
- C) The content of your methods and how you will present them.
- D) Closure for your workshop
- E) An evaluation form for the workshop

**Literature Circle Assignment (20 pts)**

Each one of you will be responsible for participating in two Literature Circle Discussions. One circle will discuss two articles, and the other a textbook. You should each take turns with each of the literature circle roles. For example, start by breaking up the book into four sections and assigning roles for the entire book (see table below). For **each chapter** of the section, each member will write up their part for the literature circle. These papers and a summary of how the discussion went (written by the Discussion Director after the circle) will be turned in as a packet to the instructor on specified due date. The roles include:

- 1) Discussion Director (DD): Develop a list of questions that your group might want to discuss about the section. Don't worry about details, your task is to help people talk over the big ideas and share reactions. You are also to keep to others on task during the discussion and be sure everyone participates and has time to present their part of the discussion. You will also write up a summary of how the discussion went after the literature circle for your section.
- 2) Passage Master (PM): Locate a few special sections of the reading that the group should look back on. The idea is to help people notice the most interesting, funny, puzzling, or important sections of the text. Plan how the passages should be shared with the group.
- 3) Vocabulary Enricher (VE): Be on the lookout for a few especially important words – new, interesting strange, important, puzzling, or unfamiliar words – words that members of the group need to notice and understand. Have the members of the group find and discuss these words.
- 4) Connector (C): Find connections between the material your group is reading and the world outside. This means connecting the reading to your own life, to happenings in the school or community, to similar events, or readings.
- 5) Illustrator (I): Draw some kind of picture, web, or diagram related to the reading. It can be a sketch, cartoon, diagram, flow chart, or stick figure scene. Any sort of drawing or graphic that conveys an idea or feeling you got from the reading is fine.

Daniels, H. *Literature circles: Voice and choice in the student-centered classroom*. York, ME: Stenhouse Publishers.

Section	Section 1	Section 2	Section 3	Section 4
Person 1	DD	PM	VE & I	C
Person 2	PM	VE & I	C	DD
Person 3	VE & I	C	DD	PM
Person 4	C	DD	PM	VE & I

**Articles:**

- Alliance for Excellent Education. *The literacy coach: A key to improving teaching and learning in secondary schools*. Retrieved January 17, 2007 from: <http://www.all4ed.org/publications/LiteracyCoach.pdf> . Author.
- Blachowicz, C., Obrochta, C., & Fogelberg, E. (2005). Literacy coaching for change. *Educational Leadership Vol. 62*.
- International Reading Association. *The role and qualifications of the reading coach in the United States*. Retried January 17, 2007 from: [http://www.reading.org/resources/issues/positions\\_coach.html](http://www.reading.org/resources/issues/positions_coach.html) .
- Reven, L.M. Helping literacy coaches initiate effective dialogue about the reading process: A lesson learned from Seven Blind Mice. *Illinois Reading Council Journal Vol. 35, No. 1*.

**Texts:**

Lyons, C. A. & Pinnell, G.S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, N.H.: Heinemann.

Pressley, M. (2006). *Reading instruction that works* (3<sup>rd</sup> ed.). New York: Guilford Press.

Vogt, M. & Shearer, B. A. (2003). *Reading specialists in the real world: A sociocultural view*. New York: Allyn & Bacon.

Walpole, S. & McKenna, M.C. (2004) *The literacy coach's handbook: A guide to research-based practice*. New York: The Guilford Press.

**NOTE: Contract Negotiations**

*The instructor's union is in the midst of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the semester.*

TENTATIVE SCHEDULE AS OF JANUARY 17, 2007

DATE	TOPIC	DUE	SPEAKERS
JAN 25	Introductions Course Overview Creating a Needs Assessment Literature Circle Assignments		Alice Quioco Janet Powell
FEB 1	Literature Circles		
FEB 8	Evaluating School Data	Literature Circle Articles Packet	Jeff Heil (Tentative) Janet Powell
FEB 15	Literature Circles		
FEB 22	Literacy Needs from a High School Perspective		Pat Stall Janet Powell
MAR 1	Literature Circles		
MAR 8	Family Literacy Nights		Elizabeth Garza Janet Powell
MAR 15	Literature Circles		
MAR 22	Being a Site Literacy Leader		Erica Cox Vicki Gravlin Lisa Hansen Nicole Konugres Janet Powell
MAR 29	SPRING BREAK		
APR 5	School Principal's Perspectives		TBA
APR 12	Literature Circles		
APR 19	Organizational Change		Jennifer Jeffries Mark Baldwin
APR 26	Literature Circles		
MAY 3	FINAL PRESENTATIONS	FINAL PAPER	
MAY 10	FINAL PRESENTATIONS	Literature Circle Book Packets	