

Literacy Program Leadership

EDUC 621—Spring 2006

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Class Location: UH 460
Office Hours: Mondays: 10:30 12:00 P.M. and 1:30 to 7:00 P.M. Also By Appointment
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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. 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 come in and 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 CSTP's 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

Required Text:

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

Assessment:

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:

Inquiry Research Project	20 pts
Choice Assignment	20 pts
Literature Circle Assignment	20 pts
Workshop Project/Curriculum Development	40 pts
Needs Assessment	20 pts

Assignments:**Inquiry Research Project (20 pts)**

As a reading specialist, you will be asked to assist teachers in developing inquiry projects to see if the students are learning the required standards within your class and curriculum. Design an inquiry research project to assist a classroom teacher and a specific group of children who share a common difficulty in reading/language arts. Your 6 to 10 page inquiry paper should contain the following components:

1. A question that you would like to answer regarding the students' language arts abilities

2. A system for collecting data to help you answer the question
3. An intervention that you will try that will address the issues or concerns raised by the data collected
4. A system for analyzing the data you collected
5. A reflection on the process that you followed—what did you discover? What would you do differently? How will you be able to use the knowledge you acquired? How can you actually implement your research design?

Due DATE: Week 5

Optional Assignment: Complete one of the following (20 Points)

Evaluation of “A Child Becomes a Reader”

This project is one in which you will most likely engage as a reading specialist. You will be asked to lead and facilitate the group who is evaluating the language arts materials in your district. California has a cycle of seven years between adopted materials. You will need to know how to evaluate language arts materials.

- Schools also spend their budget on ancillary materials. Sometimes those are materials that support special intervention programs in a district such as Title I, English Language Learners or other areas designated by district curriculum directors or school boards. Visit the nifl.gov website and download the “Guide for Young Readers-B to Grade 3”

Please prepare a 2 to 3 page paper that addresses the following:

- Visit the CDE website and find the Criteria for Evaluating the Language Arts Adoption or create your own criteria.
- Using these criteria as a guide, evaluate these guides for usability, diversity, appeal to parents and teachers, curriculum, advice, and research stability.
- Rate the materials you are evaluating according to a rubric that you develop.
- Write a recommendation on whether or not you think these should be recommended to parents in your district and what you think would be the outcome.

Evaluation of the Latino Summit/API Data

As a reading specialist, you will often be asked to look at data and make judgments regarding the data and the implications of the results. For this assignment, work with two data sets, the Latino Summit data (SDCOE) and the API scores (CDE). Both of these data sets are available on line. Write a 2 to 3 page paper that answers the following questions:

- Download a copy of each data set and analyze the data for the strengths and challenges of the school and or district.
- Compare the information in each data set—do they match or are there discrepancies?
- Tell the story behind the data—what story is the data telling? What story is missing?
- What is the focus from the data?
- What other information would you need or want in order to be able to make recommendations for the program?

Due DATE: Week 7

Literature Circle Assignment (20 pts)

Each one of you will be responsible for participating in a Literature CDiscussion in a group using an optional text of your choiceI will suggest some titles and you have the option of finding your own title. The focus of your book must be school change to support literacy development and improvement.

You should keep a journal responding to your readings and use that journal to guide the discussions in your group.

Due DATE: Book Chat-Week 11

Due DATE: Written Component-Week 11

Workshop Project/ Curriculum Development (40 pts)

You will need to design and present a standards based literacy workshop for your colleagues. Please choose a literature book and write a comprehensive curriculum packet for the literature book—please follow a model, such as the Young Reader Medal Books comprehensive units. Please include in your units the standards you will be addressing, the grade levels it will be appropriate for, at least 8 different activities that integrate listening, speaking, reading, and writing, and an evaluation component to ensure that all students are achieving the standards being addressed.

In addition to your curriculum packet, please assume that you will be presenting this workshop at a conference and include the following:

- A) A catalog description for your workshop
- B) An opening for your workshop
- C) Closure for your workshop
- D) An evaluation form for the workshop

You may work on this project in teams for the presentation-the presentation should include the following and be no longer than 45 minutes long:

- A) Opening
- B) Closure
- C) Evaluation

Due DATE: (TBA)

Needs Assessment (20 Points)

We will design a needs assessment to give to your Site Principal and your district Director of Curriculum. The purpose of the assessment is to ascertain what district decision-makers deem as valuable roles for reading specialists in their schools and districts. This assessment will be designed in class.

DUE DATE: (Personal choice)

Course Schedule

Date	Topic	Readings
Session 1	<i>What can we do? Needs Assessment</i>	
Session 2	<i>Historical context for teaching reading with assistance</i>	Chapter 1
Session 3	<i>Assessment due Establishing a literacy team and a vision</i>	Chapter 2
Session 4	<i>Assessing literacy needs, establishing goals and developing a plan</i>	Chapter 3
Session 5	<i>Assessment as inquiry</i>	Chapter 4 Inquiry Research Project Due
Session 6	<i>Adapting instruction to learners’ needs: reframing literacy intervention and working with data</i>	Chapter 5
Session 7	<i>Issues of language and culture</i>	Chapter 6 Evaluation of Guide Due
Session 8	<i>Implementing the reading/language arts program in your school</i>	Chapter 7
Session 9	<i>Meeting the literacy needs of adolescent learners</i>	Chapter 8
Session 10	<i>Selecting and evaluating reading instructional materials and technology</i>	Chapter 9
Session 11	<i>Serving as peer partner, cognitive coach and supervisor</i>	Chapter 10 Lit Circle Packet Due –Book Chats
Session 12	<i>Planning and providing professional development</i>	Chapter 11 Presentations
Session 13	<i>Working with families and adult literacy</i>	Chapter 12 Presentations
Session 14	<i>Moving the field forward</i>	Chapter 13 Presentations Curriculum Packet Due
Session 15	<i>Closure</i>	Presentations