

Literacy Program Leadership

EDUC 621—Spring 2003

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Location: UH-440 **Wednesday 5:30-8:15**
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COE Mission

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 ongoing service. Our practices demonstrate a commitment to students centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by the COE Governance Community October, 1997)

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.

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 decisionmaking process
- How to guide a group toward shared decisionmaking

Required Texts:

Johnson, S. (1998). *Who Moved My Cheese?* Putnam

Lundin, S., Paul H., & Christensen, J. (2000). *FISH!!* Hyperion, New York.

Assessment:

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

Technology Project	30 pts
Workshop/Seminar Project	30 pts
Evaluation of Published Materials	40 pts

Grades:

A	96–100
A-	90–95
B+	89-87
B	86-83
B-	80–82
C+	77-79
C	73-76
C-	70-73

Assignments:**Technology Project (30 pts)***Order Materials (10 pts)*

Please visit the Department of Education Website and find the free publications and order at least 5 of the reading publications that you feel will be useful for your teaching, workshops, or practice.

Please visit the National Institute of Child Health and Human Development (NICHD) Clearinghouse website and order a free copy of the Report of the National Reading Panel: Teaching Children to Read

Write a one to two page paper on the process you followed, the materials you chose and why, and how you plan on using the materials.

Due DATE: Week 5

Interactive Journal (20 pts)

For this project, you will need to choose a journal partner in class for an online interactive journal on the first night and exchange email addresses. After each class session, please write an email journal entry reflecting on the following: 1) what the class covered, 2) how the session has informed your practice, 3) what you found most useful about the session, 4) what you found least useful about the session, 5) strengths, weaknesses, areas for improvement, and 6) whatever else comes to mind. Your entry should be about one half page in length. Email the entry to your journal partner, who will then respond to your entry and give you feedback, ideas, suggestions, etc. Your journal partner should email their entry to you and you should provide feedback to that person. For each session, then, you will have one email entry that you wrote and one that you responded to.

**Due DATE: Entries for weeks 1-7 due week 8
Complete set of entries due week 15**

Before the second night of class, email Zee your first night's reflection when you email it to your partner (zccline@csusm.edu)

Evaluation of Published Materials. (40 Points)

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 these 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 CDE website and find the Criteria for Evaluating the Language Arts Adoption.
- Using these criteria as a guide, evaluate one aspect of the adopted materials at your school site or district. Choose something that will be useful to you as a teacher. For example, Into English, or 4th grade adopted text etc. to evaluate.
- Rate the materials you are evaluating according to the criteria mentioned.
- Write a recommendation to adopt or not to adopt based on your evaluation. Include in your recommendation what ancillary materials you would recommend to make the adoption complete and the type of staff development you envision will be necessary for a successful adoption.
- This project will be graded based on the strength of your recommendation to be persuasive. Please state a strong position and back it up with evidence from the materials evaluated.

Due DATE: Week 10

Workshop/Seminar Project (30 pts)

Presentation component (15 pts)

Design and present a literacy workshop for your colleagues. You may choose any topic that is of interest to you and that you feel may be useful to your colleagues in the class or in the field as well. This can be a favorite lesson in your classroom or it can be something you feel will benefit teachers. The workshop or professional development activity should have the following components:

- 1) Opening
- 2) Handouts
- 3) Feedback forms

The workshop should be no longer than 45 minutes. Please be prepared to start on time and finish on time. After each presentation we will have a 15 minute question/answer/evaluation session. You may choose to work alone or in groups for the presentation portion of the assignment.

Written component (15 pts)

Each of you will have to prepare a written component for the presentation that will simulate the work of a reading specialist at a school. You are to hypothetically put yourself in the place of a reading specialist who is planning a series of workshop trainings for the staff. The trainings involve moving the reading program in a new direction. For this paper, please take into account the readings and discussions that we have had regarding change, response and reaction to change, boosting morale and improving results. The paper should include the following:

1. A rationale for selecting the topic to be presented.
2. The planning you will engage in.

3. The collaboration strategies you will use.
4. A timeline for the training.
5. A physical design for the workshop environment.
6. The roles people will assume in your planning session as well as in the workshop
7. The techniques you will use to ensure that all voices will be heard and each voice will be affirmed.
8. Strategies you will use to involve a variety of parties in the planning and the workshop itself to ensure diversity of opinions?
9. Workshop evaluation and feedback.

Due DATE: Presentations (TBA)

Due DATE: Written Component- Week 14

COE 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.

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. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact 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 Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1 1-22	<i>Change the Conversation</i>	
Session 2 1-29	<i>Opening Doors</i>	WMMC? P. 12 to 24
Session 3 2-5	<i>Yin/Yang</i>	WMMC? P. 25-76
Session 4 2-12	<i>Living with our Mistakes</i>	WMMC? P. 77-94
Session 5 2-19	<i>Cloud Building</i>	FISH! P. 9-36 Order Materials Tech Assignment due
Session 6 2-26	<i>A Simpler Way</i>	FISH! P. 37-78
Session 7 3-5	<i>There are no either/or's</i>	FISH! P. 79-110
Session 8 3-12	<i>Leadership Jazz</i>	Presentations Entries for weeks 1-7 due
Session 9 3-19	<i>Loss of Control</i>	Presentations
Session 10 3-26	<i>Synchronicites</i>	Presentations Evaluation of Published Materials-due
Session 11 4-9	<i>When Sacramento Sneezes...</i>	Presentations
Session 12 4-16	<i>Education with Heart and Soul</i>	Presentations
Session 13 4-23	<i>Just Because</i>	Presentations
Session 14 4-30	<i>Roots & Wings</i>	Presentations Written Component –due
Session 15 5-7	<i>Celebrations!!!</i>	Presentations/Closure- Entries for weeks 1-14 due